

Social Sciences: History Grade 5

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C O N N E X I O N S

Rice University, Houston, Texas

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Chapter 1

Term 1

1.1 Archaeology¹

1.1.1 SOCIAL SCIENCES: HISTORY

1.1.2 Grade 5

1.1.3 THE STORY OF YOUR PROVINCE

1.1.4 Module 1

1.1.5 THE PAST OF YOUR PROVINCE: ARCHAEOLOGY

ARCHAEOLOGY CAN HELP YOU TO HAVE A BETTER UNDERSTANDING OF THE PAST OF YOUR PROVINCE BY LOOKING AT:

How people lived; and

Which objects they used in their daily lives.

In this learning unit you are going to do four exercises to help you with this.

1.1.5.1 ACTIVITY:

1.1.5.2 HOW TO ACQUIRE SOURCES, USE THEM AND REPORT BACK

1.1.5.3 [LO 1.1; 1.2; 1.3]



Figure 1.1

¹This content is available online at <<http://cnx.org/content/m22356/1.1/>>.



Figure 1.2



Figure 1.3

(a) The following objects were found in a cave! Work in pairs and discuss the following questions:

For what purpose was each object used?

How were they made?

From what were they made?

When were they made?

The following objects have been found in your neighbour's refuse bin. The objects found at the top were written down first, and those found at the bottom of the bin were written down last.

A TASK FOR YOU!



Figure 1.4

(b) Divide into groups and use the clues to discover as much as possible about this family. Then write a short account on a typical day in their lives.

- meat bones
 - two empty cold drink tins and a wine bottle
 - twelve cigarette butts
 - potato peels
 - The Sunday Times
 - an empty Cereal box
 - egg-shells
 - pieces of bread
 - empty dog food bag
 - two empty Pick 'n Pay bags
 - empty Solly Kramer bag
 - Radio and TV magazine
 - four old spark-plugs, oil-filter
 - empty oil-can
 - used tea-bags, milk-container
 - broken rugby-ball
- (Your teacher can also bring his/her clues to school to bring the exercise closer to reality!)

1.1.5.4 DID YOU KNOW?

When you, as detectives, have gathered information about this, you are called archaeologists and you are busy with:

A										Y
---	--	--	--	--	--	--	--	--	--	---

Table 1.1

An archaeologist can also obtain information from rock-paintings. We are going to study San rock-paintings.

BACKGROUND INFORMATION!

There have been hunter-gatherers in Southern Africa for more than 2 million years. The first of these groups, like the San, arrived in South Africa 10 000 years ago. They trekked around in small family groups, looking for food. (This has been confirmed by research related to their bones, rock-paintings and tools.) The men hunted and the women gathered wild edible plants (e.g. fruit, bulbs, etc.). They also caught fish. During winter they usually lived in reed huts or caves. In summer they just slept in hollows covered with grass or reeds. The clothes of the San, of course, were made from animal skins.

(c) Your friend is an archaeologist. State whether his deductions are true or false about the rock-paintings.



Figure 1.5

		TRUE	FALSE
1.	While the men dance, the women sit on the side, clapping their hands.		
2.	The men carry three sticks to keep the rhythm or beat.		
3.	The men wear caps made from antelope hair.		
4.	The painting was originally red.		

Table 1.2



Figure 1.6

		TRUE	FALSE
5.	The San usually hunted alone.		
6.	They could hunt animals bigger and stronger than themselves.		
7.	The San were good hunters.		

Table 1.3

(d) Acquire sources from which you can get the following information. Name the source and the page number on which the information is found.

1. How did the San hunt wild animals?
2. How did they start the fire when they wanted to cook meat?
3. Did the San tame animals? Motivate.
4. How did they save important stories (like a great hunt) for posterity?

1.1.6 Assessment

LO 1

HISTORICAL ENQUIRY The learner will be to use enquiry skills to investigate the past and present. We know this when the learner:

1.1 finds sources: with guidance, selects sources useful for finding information on the past (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);

1.2 works with sources:

records and categorises information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);

1.3 answers the question:

continues to use information from sources to answer questions about people, events, objects, and places in the past.

1.1.7 Memorandum

ACTIVITY

- a) Artefacts such as pots, scrapers and arrow-heads were made two million years ago from clay, stone, bone and wood.
- b) Archaeology
- c)

- (1) True
- (2) False
- (3) True
- (4) True
- (5) False
- (6) True
- (7) False
- Arrow, bow

- Use two sticks (one hard, one soft). The hard stick is twirled to and fro with the person's hands, with one point in a hole in the soft stick. After a while the soft stick starts to smoke. Dry grass is placed on the smouldering coal.
- Rock-engravings (painting)

1.2 Drawings and diagrams²

1.2.1 SOCIAL SCIENCES: HISTORY

1.2.2 Grade 5

1.2.3 THE STORY OF YOUR PROVINCE

1.2.4 Module 2

1.2.5 THE PAST OF YOUR PROVINCE: DRAWINGS AND DIAGRAMMS

HOW DRAWINGS AND DIAGRAMMS CAN HELP YOU TO HAVE A BETTER UNDERSTANDING OF THE HISTORY OF YOUR PROVINCE

BACKGROUND INFORMATION FOR YOU!

About 2 000 years ago the Khoina, most of whom were herdsmen, arrived in South Africa from the north. Because of their livestock, they lived in areas where there was enough grazing for their sheep and cattle and where they could hunt and gather food. They lived in large groups and often had to trek around. They therefore had few possessions. Huts were built with long curved slats, covered with reed mats on the outside. They rubbed cow dung and blood on the floors and built an enclosure outside the hut. At night they slept on reed mats. Pots and milk pails, like everything else, were designed to be fastened across the backs of animals when they travelled.

1.2.6 ACTIVITY 1:

1.2.7 TO USE DRAWINGS AND DIAGRAMMS TO HAVE A BETTER UNDERSTANDING OF THE HISTORY OF YOUR PROVINCE

1.2.8 [LO 1.2]

Study the following sources and answer the questions.

SOURCE A



Figure 1.7

SOURCE B

The Khoina used the following articles from their environment to stay alive.

²This content is available online at <<http://cnx.org/content/m22358/1.1/>>.

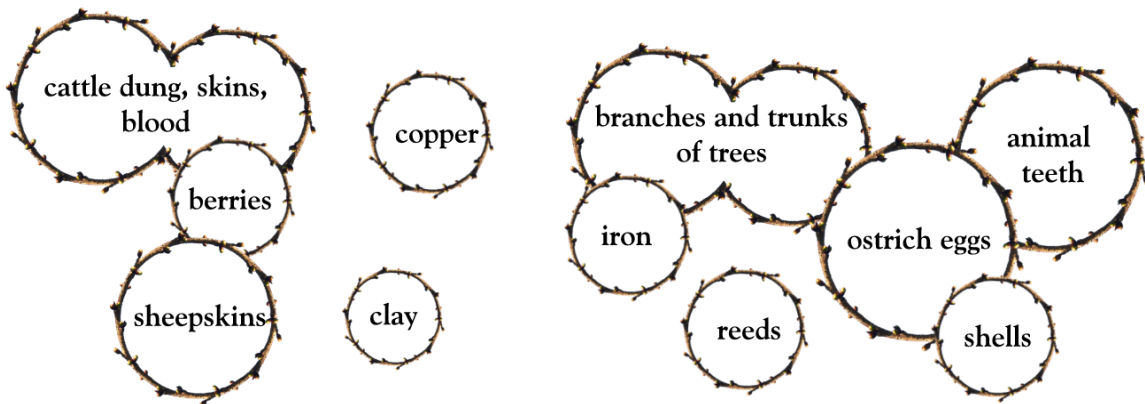


Figure 1.8

Do you know how they made the following items? You may select materials from the list.

	huts	tree trunks, reeds, lay, animal hides
	clothes	
	necklaces	
	weapons	
	pipes	
	containers	
	pots	
	footwear	

Table 1.4



Figure 1.9

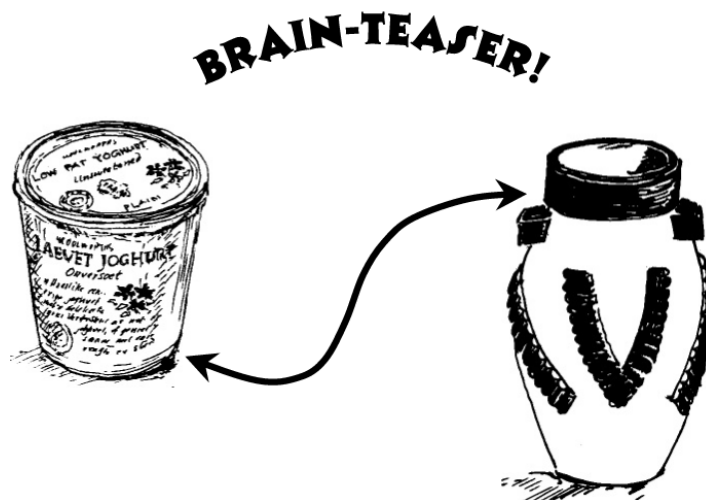


Figure 1.10

What is the connection?

Which herbs do you use in the kitchen?

DUTCH FARMERS

As you know, the D.E.I.C. became a very powerful trading company. Many of their ships sailed from Europe to the East. In 1652 Jan van Riebeeck was sent to establish a halfway station at the Cape.

In 1657 he gave permission to the first nine farmers (Free Burghers) to start farming on small farms. By doing so, the D.E.I.C. hoped to be able to supply ships with enough fruit, vegetables and grain, and to reduce their expenses. The D.E.I.C. bought products from the Free Burghers at fixed prices. As the Free Burghers increased in number, they also became involved in other agricultural activities.

(b) Also study the following statistics on the farming activities of the Free Burghers. Then state whether the claims are true or false. If untrue, supply the correct facts.

YEAR	CATTLE	SHEEP	WINE (LEAGUER)	WHEAT (BAGS)
1711	20 743	116 256	1 094	20 526
1713	16 557	120 208	1 617	12 360
1783	62 762	310 904	3 239	14 983
1788	80 921	445 557	7 186	22 280
1795	71 664	418 817	6 271	32 936

Table 1.5

Adapted from: H.J. van Aswegen, *Geskiedenis van S.A. tot 1854*, p. 93.

1. In 1713 wheat farmers changed to cattle farming.
2. The decrease in wheat production from 1711 to 1713 was due to droughts, untimely rain or diseases.
3. From 1788 the government had to import wheat due to a shortage.

In 1780, when there were approximately 10 500 Free Burghers, the D.E.I.C. controlled the territory up to the Orange River in the north, and the Fish River in the east.

Farmers tilled the land for one year and then let it lie fallow during the following year. Everyone worked from sunrise to sunset. The heavy plough was pulled by oxen. Wheat, harvested from December, was tied in small bundles and stacked. The southeaster usually assisted in the threshing of the wheat. Afterwards the grain was cleaned, measured, put into bags and immediately taken to town or to the miller.



Figure 1.11

(c) Now design your own advertisement to indicate that you need workers on your wheat farm.

Most families were large. There were also squatters ("bywoners"), mainly Khoina servants. Wealthier farmers owned slaves. The women raised the children (sometimes teaching them) and had to prepare the meals. The men usually looked after the cattle or hunted on horseback. They produced their own dried fruit, butter, soap and animal skins. Coffee, tea, sugar, rifles, powder and lead were very scarce and were mainly bought from traders. Remember: a journey to Cape Town took about three months!

(d) GROUP WORK!!

Divide into groups and study the following drawings. Each member of the group takes a turn to ask a question with regard to a drawing. The group must answer. Do not ask questions that require yes or no answers. The **group leader** should write down any unanswered questions so that they can be put to the class!

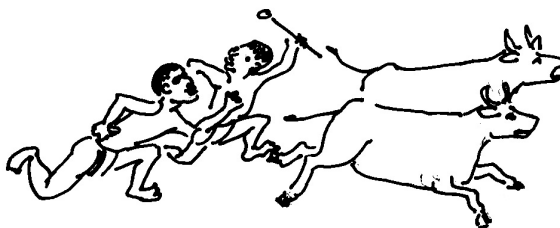


Figure 1.12



Figure 1.13

(e) Design your own comic strip to describe a day in the life of a stockfarmer family.

1.2.9 Assessment

LO 1

HISTORICAL ENQUIRY The learner will be to use enquiry skills to investigate the past and present.

We know this when the learner:

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1.2 works with sources:
 records and categorises information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);

1.3 answers the question:

- continues to use information from sources to answer questions about people, events, objects, and places in the past.

1.2.10 Memorandum

ACTIVITY

Clothing	Skins, reeds and grass (hats, baskets)
Necklace	Seeds, small leather pouches filled with pebbles, shells, reed, horn
Weapons	Bone, stone, branches, poison, leather, kerie, traps
Pipe	Wood
Containers, pots	Leather bags, tortoise shells
Footwear	Wood

Table 1.6

b)

- Untrue, it was merely a bad harvest
- True
- Untrue, there was an increase

1.3 Maps³

1.3.1 SOCIAL SCIENCES: HISTORY

1.3.2 Grade 5

1.3.3 THE STORY OF YOUR PROVINCE

1.3.4 Module 3

1.3.5 THE PAST OF YOUR PROVINCE: MAPS

HOW MAPS CAN HELP YOU TO HAVE A BETTER UNDERSTANDING OF THE PAST OF YOUR PROVINCE

³This content is available online at <<http://cnx.org/content/m22360/1.1/>>.

1.3.5.1 ACTIVITY 1:**1.3.5.2 HOW TO USE A MAP****1.3.5.3 [LO 1.2]**

(a) One day you come across this map of the South Western Cape in a museum. The curator later asks you to help add the following five pieces of information to the map:

SELECT THE APPROPRIATE SKETCH AND DRAW IT ON THE MAP IN THE APPROPRIATE FRAME.

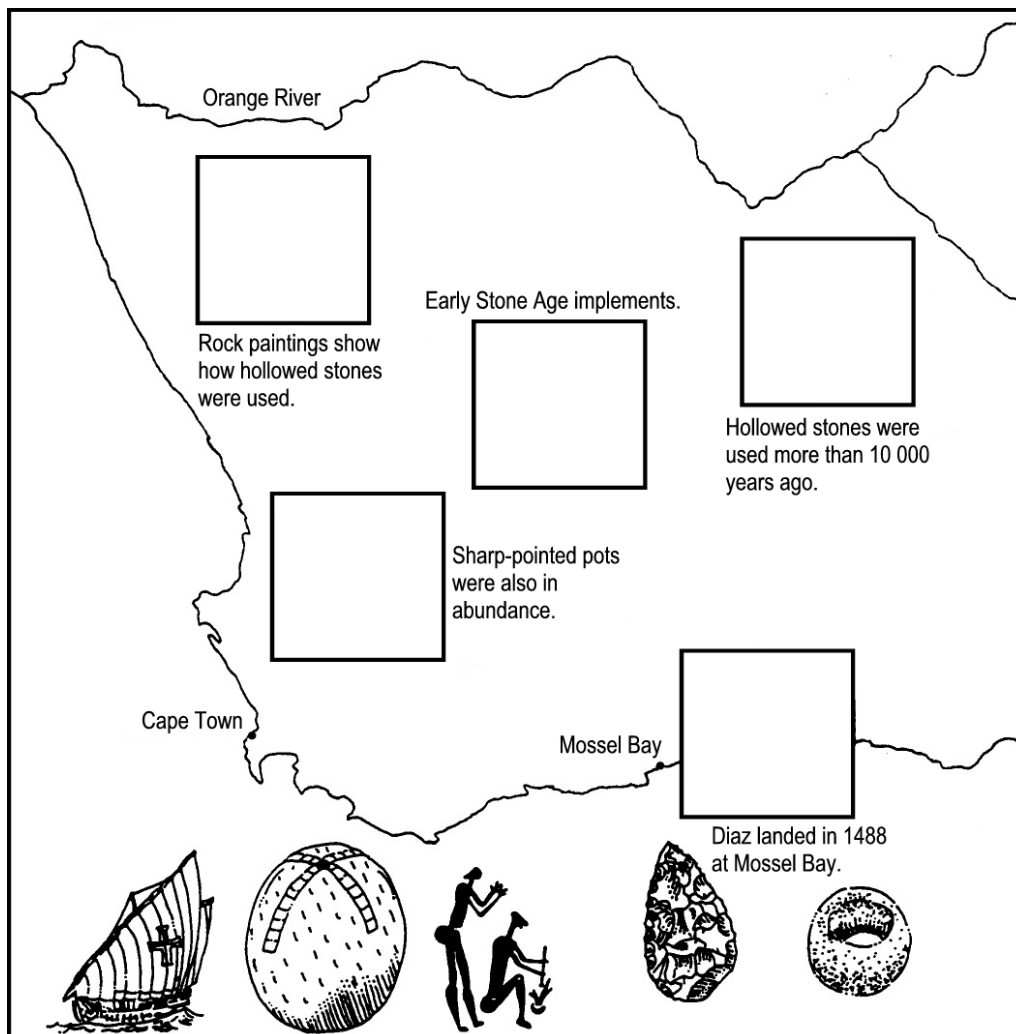


Figure 1.14

(b) Which events probably took place if the following objects were found during excavations in a cave near Saldanha Bay?

Scrapers, Pots, Wooden implements, Bone-points, Stones with holes

(c) Aha, the dining utensils!

Make a list with five instructions how you would eat with your stone cutlery...

1.3.5.4 FARMERS OF THE IRON-AGE

The following maps indicate the extent to which Iron-age farmers entered South Africa by A.D. 200 (approximately the same time as the Khoina). They were mainly farmers and already used iron tools. They preferred the eastern parts of the country because the climate was favourable for crops and the soil was fertile. Black agriculturalists mostly farmed with sheep and goats, and ploughed the land. On the side they hunted and gathered. Farming was hard work. They therefore trekked around less and settled in particular areas. Bushy areas were cleaned for agriculture. By A.D. 1000 early farmers started giving more attention to cattle farming and started to trek in search of grazing. This became more important than agriculture.

(d) Use the following maps, table and articles to answer the questions:

metal tools

stock farming

black languages

agriculture

SOURCE 1



Figure 1.15

SOURCE 2

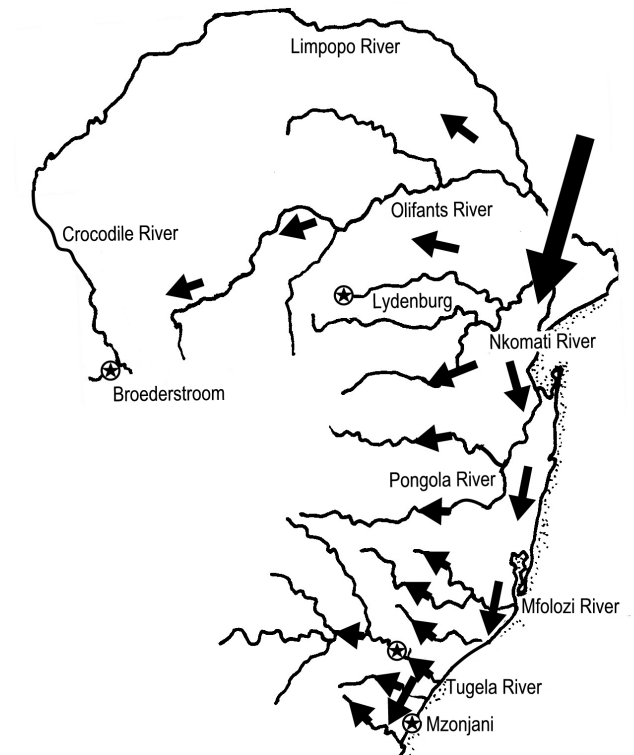


Figure 1.16

IRON-AGE FARMERS ENTER THE COUNTRY

by 150 A.D. farmers lived on the highlands of Zimbabwe
 200 A.D. farmers lived along the coast of Mozambique
 250 A.D. farmers lived at Mzonjani in Natal
 600 A.D. farmers lived in the wide river valleys of Natal
 650 A.D. farmers lived in the southern part of the Transkei
 SOURCE 3



Figure 1.17

SOURCE 4

The black farmers were well organized. Each group usually included a number of families and relatives. They had to look after their own members, as well as the elderly and the sick. Part of the harvest always had to be stored for times of need like droughts. Normally the oldest man was regarded as the head of the family.

Refugees, supporters, other relatives and strangers were also invited to join the group. The men usually had to look after the cattle, while the women worked in the fields. In areas more suitable for agriculture the men also had to work in the fields, seeing that it was their greatest source of income. Women however, were allowed to tend to small livestock, like goats and poultry.

QUIZ!

Where were the building materials for the houses found?

Which materials were used for tools?

Why are there so many ash-heaps in this village?

How did these farmers forge iron?



WHO KNOWS!
How did these farmers
forge iron?

Figure 1.18

1.3.6 Assessment

LO 1

HISTORICAL ENQUIRY The learner will be to use enquiry skills to investigate the past and present.

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1.2 works with sources:

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1.3 answers the question:

- continues to use information from sources to answer questions about people, events, objects, and places in the past.

1.3.7 Memorandum

ACTIVITY

- 1) Diaz 4) Stone Age implements
- 2) Sharp-pointed pots 5) Hollowed out stone

- 1) Rock engravings

b)

- They were mostly agriculturists – kept cattle and tilled the soil. New foodstuffs were introduced. Wood was worked into domestic utensils (milk pails, dishes, pounding-blocks, spoons, pipes).c) Iron ore was melted down for weapons and agricultural implements (e.g. weed-hoes). Soft metal was used for ornaments (bangles).
- Different languages: Nguni – (e.g. Zulu, Sotho, Swazi, Ndebele) and Xhosa (e.g. Sotho, Tswana, Venda) developed.
- Pottery contributed to the fact that pots were made for cooking and storage purposes.
- More and more settlements were built of stone. People began to live in larger groups and started to lead a more established way of life.

Quiz

First the iron-ore was melted at a high temperature in a blast furnace to separate the iron from the impurities of the rock. Large quantities of charcoal is used to keep the furnaces at the right temperature. After the melting process the iron, that now resembles a lumpy cake, is heated again. Then it is forged into utensils by beating and cutting it. Ash heaps are often found nearby.

1.4 Research project on your province⁴

1.4.1 SOCIAL SCIENCES: HISTORY

1.4.2 Grade 5

1.4.3 THE STORY OF YOUR PROVINCE

1.4.4 Module 4

1.4.5 RESEARCH PROJECT ON YOUR PROVINCE

This is a self-study task to test your ability to apply sources. The exercise on Broederstroom beforehand will help a lot!

AN ARCHAEOLOGIST'S MAP OF BROEDERSTROOM

⁴This content is available online at <<http://cnx.org/content/m22367/1.1/>>.

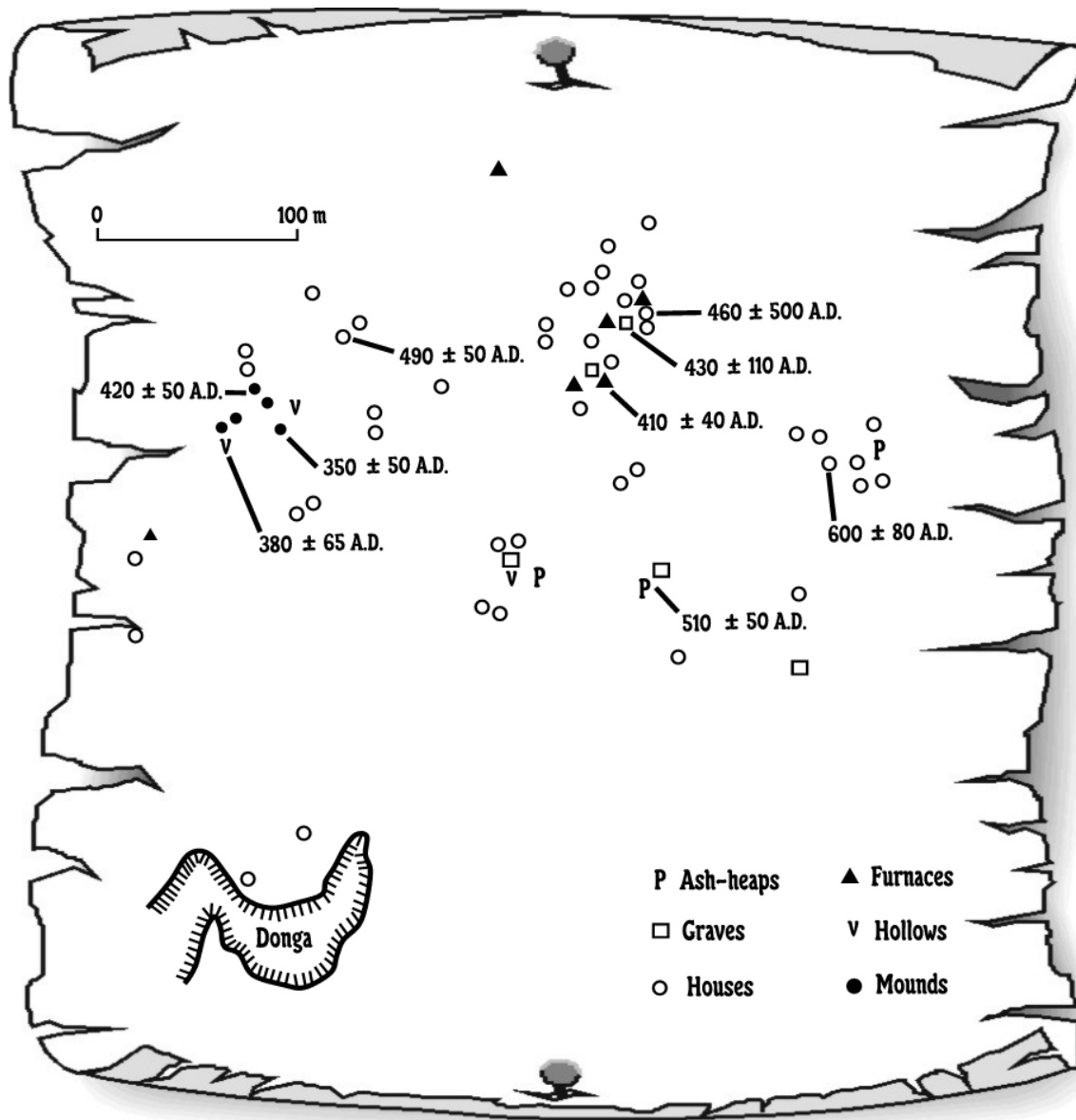


Figure 1.19

From: C. Malherbe (et al.), *Nuwe leefwyse, Nuwe landskap*, p. 32.

Archaeologists have found the remains of many villages which were built during the same period. Broederstroom was inhabited between A.D. 350 - 600. The site was discovered after a thorough search of the area by archaeologists linked to the University of the Witwatersrand. They found the remains of round houses with clay floors, the largest being about 6 m in diameter. Clay pots of different shapes and sizes were also found. Iron ore found lying nearby indicated that forging was done on the site. The environment of the Broederstroom site is bushy. There is sufficient water in the area, and there are grasslands within reach.

1.4.5.1 ACTIVITY:

1.4.5.2 TO DISCOVER NEW FACTS AND OPINIONS

1.4.5.3 [LO 1.2]

		True or False
1.	Broederstroom is situated in Natal. [See map of black agriculturalists!].	
2.	These inhabitants mainly kept stock.	
3.	The first inhabitants built their houses in the southern part of the village.	
4.	Broederstroom later developed towards the east.	
5.	By A.D. 600 the villages were uninhabited and overgrown. Still, the walls remained.	

Table 1.7

- (a) Study the above information and see if you can distinguish between fact and fiction.
 (b) Study the sketches below and then explain the use of the objects to your friend. Supply the relevant facts.

**Figure 1.20****Figure 1.21**



Figure 1.22

(c) Cattle was very important to the early farmers. If you connect the words in column A and column B correctly, you will see why:

A	B
Cattle	Clothes and shields
Meat	Containers
Skin	Food for special occasions
Horns	Plastering clay
Dung	Sign of wealth and status

Table 1.8

(d) Now draw your own sketches to indicate how the duties of women and men differed. (Hint: avoid opinions!)

SPECIAL!

These early farmers were skilled in the art of firing clay objects and in weaving. Design your own **cooking pot** from clay or a woven mat. Invite someone to demonstrate these crafts in class.

(e) Your teacher is going to give you a short research assignment on your province.

1.4.6 Assessment

LO 1

HISTORICAL ENQUIRY The learner will be to use enquiry skills to investigate the past and present. We know this when the learner:

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- continues to use information from sources to answer questions about people, events, objects, and places in the past.

1.4.7 Memorandum

ACTIVITY

a) Opinion: North West Province (previously South-Western Transvaal)

Fact

Opinion: North-Westerly direction

Fact

Opinion: Floors and foundations remain intact

b) 1. Cultivator

2. Hoarding place (maize, wheat)

3. Axe head

c) Cattle: Wealth and status

Meat: Meal

Hide: Clothing and shields

Horn: Containers

Dung: Plastering clay

d) Men: Hunt, look after the cattle, protect family and belongings, plough, manufacture weapons, build huts

Women: Gatherers, tillers, potters, plait baskets and mats, prepare food, keep the huts clean, plant and harvest, repair roofs.

Chapter 2

Term 2

2.1 Express ideas in a letter to the press¹

2.1.1 SOCIAL SCIENCES: HISTORY

2.1.2 Grade 5

2.1.3 SHAPING A NEW SOCIETY IN S.A.

2.1.4 Module 5

2.1.5 EARLY INHABITANTS AND THEIR WAY OF LIFE

- Have you ever passed by a house that is being demolished and stopped to wonder who used to live there and how they lived? Even though the ruins leave some hints about the past, no-one will ever know the full story.

¹This content is available online at <<http://cnx.org/content/m22371/1.1/>>.



Figure 2.1

2.1.6 ACTIVITY 1:

2.1.7 TO UNDERSTAND TIME IN THE PAST

2.1.8 [LO 3.3]

- Fortunately, through careful excavations, **archaeologists** have found quite a number of sources in caves and other places where these people probably lived earlier on.



Figure 2.2



Figure 2.3

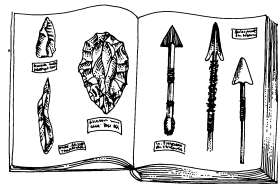


Figure 2.4

- a) Are the following two pages in the correct order? In other words, ancient first, then modern. Why?

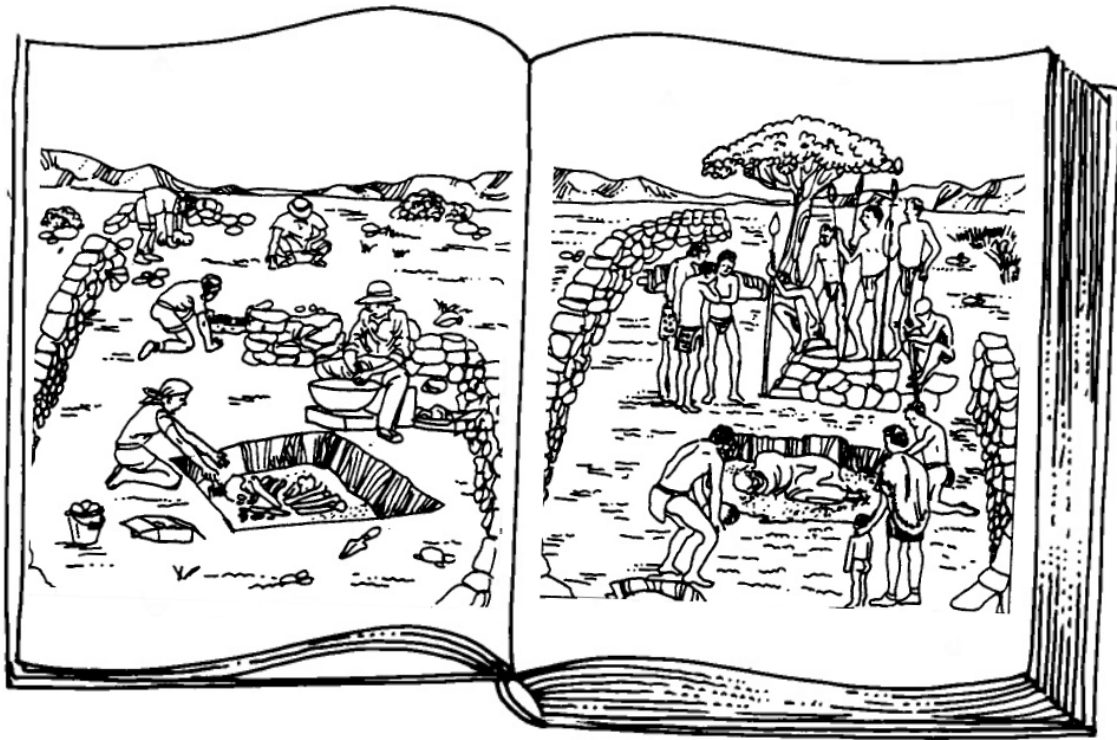


Figure 2.5

- a)
- b) This map of the country shows only a few examples and evidence of the earliest inhabitants. Link each description with the correct drawing on the map, e.g. i (5).



Figure 2.6

i)	These pots date back to (have existed since) approximately 250 A.D. They were found in Mpumalanga and Kwazulu/Natal.
continued on next page		

ii)	The Portuguese navigator , Diaz, landed at Mossel Bay in 1488.	
iii)	Iron implements such as these date back to 700 A.D.	
iv)	Ostrich egg shells of about 15 000 years ago were found. The egg shells were usually buried near water.	
v)	Hollowed-out stones that were used up to 10 000 years ago were found at various sites.	
vi)	Some of the world's largest collections of rock art works such as this eland were found in the Drakensberg.	
vii)	Stone implements as old as 300 000 years are found throughout South Africa.	

Table 2.1

Now, of course, you all want to know how these early inhabitants of our country lived. Two stories about their way of life are told below. Only one of these is true. See whether you can choose the right one after you have read through the questions on the following page.



Figure 2.7

SEPPIE'S STORY

We call this the period of the skeletons . . .

In those early days bands of skeletons roamed the desolate plains of South Africa. They were a rowdy bunch who sang soccer songs while spraying skeleton slogans on the rocks. Some of them also taunted the tigers. They could not leave anyone in peace. At first they lived in caves, but later they built three-bedroomed houses with wall-to-wall carpets. These were better known as “bungalows”. Their daily diet consisted of tough bones and at least ten cups of strong coffee. Fortunately they became extinct because the ozone layer was damaged. . .

THARIEN'S STORY

Many years ago (about 1 to 2 million years ago!) our country as you know it today had no fixed boundaries. It was simply part of the African continent. Also, South Africa did not look like one big puzzle

made up of fields, meadows and residential areas, as it does today. One could pick and choose what land one wanted to occupy. Early inhabitants changed and developed our country over a period of millions of years. Later visitors from Europe and Asia caused further changes. And all the while South Africa is still developing!

- a) In order to give the correct answers to the previous questions that are based on these two stories, you first have to place yourself in the “shoes” of the San. The first people were hunters and gatherers of veld foods, such as edible wild fruit and berries, roots, and so on.
- b) Which story tells the **truth**, in other words, which facts can be **proved**?

If something can be proved, it is a **fact**, but if it can't be proved, it is merely an **opinion**.

Why are the people on Tharien's drawing called hunters and gatherers?

Did they find it difficult to get hold of food? Give a reason for your answer.

How did they prepare this food?

Did they share the food amongst themselves? Give a reason for your answer.

Did they live together as families?

Describe the clothes they wore.

What kind of weapons and tools did they use?

What were these made of?

Where did they usually sleep at night?

Why did they live near a river?

Did the men and women do the same kind of work? Justify your answer.

What else would you like to know?

What will we never know?

[LO 3.3]



Figure 2.8

The **Khoina**. They were **cattle farmers** and they kept cattle and sheep to add to their food supply.



Figure 2.9

Black people started to cultivate the soil and plant crops. They started **agriculture**.

2.1.9 Assessment

LEARNING OUTCOME 3: INTERPRETING HISTORY – The learner will be able to interpret aspects of history

3.1 Be aware of more than one view of the past

Understand that different views of the same issue may be right or wrong.

3.2 Distinguish between fact and opinion.

Distinguish between a fact and an opinion.

Is able to access information from maps, charts, diagrams and graphs.

3.3 Reconstruct the past

Is able to reconstruct events and understand how people feel about them.

2.1.10 Memorandum

Activity

(a) 2 (ancient), 1 (modern)

(b)

(i) 6

(ii) 7

(iii) 4

(iv) 2

(v) 1

(vi) 5

(vii) 3

(c)

fact, opinion

Tharien's story is the truth.

2.2 San and Koina²

2.2.1 SOCIAL SCIENCES: HISTORY

2.2.2 Grade 5

2.2.3 SHAPING A NEW SOCIETY IN S.A.

2.2.4 Module 6

2.2.5 THE SAN AND THE KHOINA

THE SAN

One of the first groups of people who called South Africa their home were the San. As you already know, groups of hunter-gatherers have been living in Southern Africa for more than 20 million years. The first group settled here 10 000 years ago. They moved around in small family groups, seeking food and water in order to survive. The men usually hunted animals while the women collected veld foods (seeds, fruit, bulbs, berries and roots). Some of them fished as well.

The San is just another name for the Bushmen. Europeans called them Bushmen (people who live in the bush).

As in previous modules, you will have many opportunities to reconstruct the past of the San and the Khoina.

²This content is available online at <<http://cnx.org/content/m22373/1.1/>>.

2.2.6 ACTIVITY:

2.2.7 TO RECONSTRUCT THE PAST OF THE SAN AND THE KHOINA

2.2.8 [LO 3.3]

- a) Let us follow the tracks of the San. The drawings below, which illustrate a day in the life of the San, will help you to understand them even better. Link each drawing to its description [for example 1 (i)].



Figure 2.10

The women went out in the morning to dig for veld food. They used tools made from hard wood. These are called digging sticks. Sometimes a deer's horn was fastened to the stick to make it easier to break the hard soil.

They carried the veld food in bags made from animal skin. When food was plentiful, for instance when the nuts were ripe, these expeditions could last up to six days. They also gathered honey and insects.

Stone instruments were used to cut the meat.

When enough food and water had been gathered for the day, the men danced in a circle at night, while the women sang and accompanied them on musical instruments. Sometimes they also made tools and artefacts, smoked, told stories and played games at these times.

The men went out hunting with their bows and arrows.

- a) Have group discussions on everything that you have been able to deduce from the drawing on the previous page. Then complete the following sentences.

Appearance

They were small, yellowish-brown people. They were about _____ (1) tall.

Most of their (2) was stored in the hind part of the body.

They wore very little clothing; only a (3).

Customs

They worshipped the _____, (4), the stars, the sun and the praying mantis.

When someone died, he/she was buried in an _____

(5) position, with his/her possessions.

Tools

Tools were made from various materials:

b _ _ e, t _ _ t _ _ _ , s _ _ _ l, w _ _ d

l _ _ f, st _ _ e (6)

how did they manage to hollow out the stones so well?

Dwellings

They had no fixed dwellings. The reason?

The San children's school was totally different from yours. During the day they had their schooling in the veld, and in the evenings they were taught many things around the fire. They knew the animals' way of life so well that they could even imitate them perfectly.

- a) Now give the correct answers to the questions on their hunting skills. Use the words in the frame below.

The men were hunters. Their most important weapon was the _____

(1) and _____ (2). Arrowheads were made from _____ (3)

and _____ (4) and the shaft was made from _____ (5).

Poison from _____ (6) and _____ (7) was applied just behind the arrowhead.

The San carried their arrows in _____ (8).

Small game and birds were caught in _____ (9)

and big game in _____ (10).

2.2.8.1 THE KHOINA

"Welcome to the Khoina. It was the Europeans who changed our name to Hottentots, because we often used a word that sounded just like it. Apparently Khoina means 'man of men'! Our diet, which was better than the San's, helped us to develop a larger body frame.

We arrived here from the north approximately 2 000 years ago. Before we moved southwards, we lived in the region that is known today as Botswana. Black people who moved through our territory taught us more about bartering and how to farm cattle in order to survive. The major difference between us and the San is that we are cattle farmers and they are hunter-gatherers. However, our appearance, language and customs show many similarities with those of the San. Contrary to the San, who move about in small hunting groups, the Khoina trek in large groups.

After the Dutch landed at the Cape with Jan van Riebeeck, we lost more and more of our grazing fields. In 1713 many Khoina died in the smallpox epidemic and we lost many of our cattle through various diseases. In order to survive, we were forced to find work on farms and in the towns, where many of our people intermarried with other groups. Today there are very few Khoina left. Most of them live in small groups in the Richtersveld as well as in Namibia (the Nama)."



Figure 2.11

- a) After your conversation with X!Hau you should be able to complete the following summary on the Khoina quite easily!



Figure 2.12



Figure 2.13

They worshipped _____ (1) for rain.

They were very fond of _____ (2) and musical instruments.

Appearance

They were more powerfully built than _____ (3).

Their clothes were made of sheep skins or the skins of _____ (4) animals.

They liked decorations and adornments that were made of _____ (5) and _____.

Dwellings

Their huts were built around the hut of the _____ (6).

In the centre there was an open space for _____ (7) at night.

Reed mats were draped over a frame made of bent _____ (8).

Foods

More and more of them changed over to _____ (9) farming.

They did not slaughter their _____ (10) but they did slaughter sheep.

_____ (11) (a kind of milk) was one of their favourite foods.



Figure 2.14

e) Now choose the correct answers from the frame below.

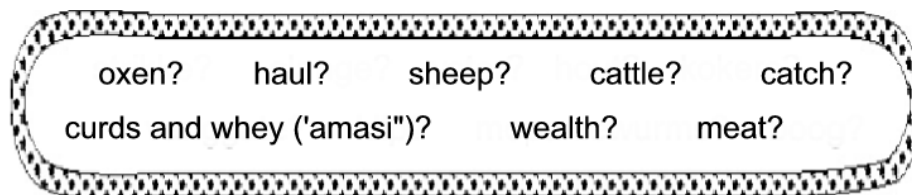


Figure 2.15

The Khoina kept _____ (1) or herds of _____ (2). They realised that one can _____ (3) animals and keep them in paddocks.

The Khoina had _____ (4) and _____ (5). These animals provided them with _____ (6) and _____ (7).

They used _____ (8) to _____ (9) heavy loads. The Khoina regarded cattle as a sign of _____ (10).

- Now use the following simple questions to obtain more information about the Khoina's dwellings.

What is happening in the drawing?

When and where did it happen?

Why did it happen?

Do you recognise the people on the drawing? Can you find out what their names were?

How do we know that all of this really happened?



Figure 2.16

-
- a) Work in pairs and answer the following questions on the Khoina's way of life

Why did the Khoina have more possessions than the San?

How were their huts built? What were the floors of the huts made of? What are the floors in your home made of?

Why were the huts built around the headman's hut?

What did they sleep on at night? What do you sleep on?

Where did they get their water from? Where does your water supply at your home and your school come from?



Figure 2.17

LO 3.3	
--------	--

Table 2.2

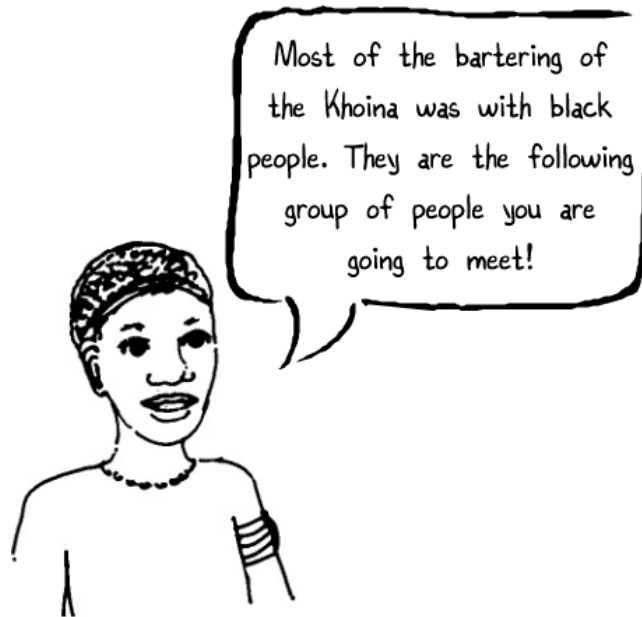


Figure 2.18

2.2.9 Assessment

LEARNING OUTCOME 3: INTERPRETING HISTORY – The learner will be able to interpret aspects of history

3.1 Be aware of more than one view of the past

Understand that different views of the same issue may be right or wrong.

3.2 Distinguish between fact and opinion.

Distinguish between a fact and an opinion.

Is able to access information from maps, charts, diagrams and graphs.

3.3 Reconstruct the past

Is able to reconstruct events and understand how people feel about them.

2.2.10 Memorandum

Activity

(a)

(i) 5

(ii) 5

(iii) 4

(iv) 1

(v) 2, 3

(b) Appearance: (1) ± 153 cm (2) fat (3) loin cloth (men), leather apron (women)

Customs: (4) moon (5) sitting

Tools: (6) bone, tortoise-shell, leaf, wood, stone

(c)

- (1) arrow
- (2) bow
- (3) stone
- (4) bone
- (5) wood or reed
- (6) mopani worms (carver larvae)
- (7) snakes
- (8) quivers
- (9) snares
- (10) snare-pits

(d) Customs: (1) moon

(2) dance / song

Appearance: (3) the San

(4) wild animals

(5) seeds, berries, ostrich egg-shells, clay

Dwellings: (6) headman

(7) livestock (to sleep)

(8) thorn tree branches and poles / slats

Foods: (9) livestock

(10) cattle

(11) Curdled milk (from calabashes)

(e)

- (1) flocks
- (2) livestock
- (3) catch
- (4) sheep
- (5) cattle
- (6) meat
- (7) curdled milk [curds and whey (amasi)]

- (8) oxen
- (9) haul
- (10) wealth

2.3 The black people³

2.3.1 SOCIAL SCIENCES: HISTORY

2.3.2 Grade 5

2.3.3 SHAPING A NEW SOCIETY IN S.A.

2.3.4 Module 7

2.3.5 THE BLACK PEOPLE

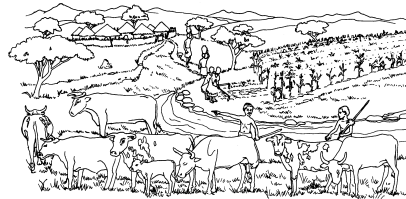


Figure 2.19

The black people also originally came from Northern Africa. They arrived in Southern Africa at roughly the same time that the Khoina started farming with livestock. The black people developed further than the Khoina and the San. They cultivated the soil around their homes and kraals – therefore they are called agrarians or farmers. The women tilled the soil in the fields and planted the seed, while the men helped to reap the crops. They planted mainly mealies and sorghum. They ground the mealies to make mealie meal. This was used to cook porridge with.



Figure 2.20

Why were they called the Iron Age people?

The San and the Khoina are called Stone Age people, mainly because they used tools made from stone. The black people, however, knew how to make effective iron tools. Iron ore was melted and was used to

³This content is available online at <<http://cnx.org/content/m22378/1.1/>>.

make hunting weapons and tools or implements such as hoes. The black people were stronger than the San and the Khoina and were therefore able to fight for possession of the best parts of the country. Black farmers generally preferred the eastern parts of the country, as the rainfall was good and the soil fertile. They farmed with sheep and goats, but their main farming activity was planting crops. Later on cattle farming became their most important line of stock farming, because cattle provided more products and were a symbol of wealth and status.

The black people no longer moved around so much. They started to settle in fixed areas. Wooded areas were often cleared so that they could plant their crops. They began to build more permanent dwellings, because now there was enough food for everybody. More and more little villages developed. The first of these hamlets in South Africa were built round about 300 AD.



Figure 2.21

2.3.6 ACTIVITY:

2.3.7 TO RECONSTRUCT THE PAST OF THE BLACK PEOPLE

2.3.8 [LO 3.3]

- a) You now also have the opportunity to become familiar with the past of the black people. Complete the following summary on the black people and then have a look at a typical kraal.

Food

They ate mainly meat, sorghum, milk and
m _____ (1).

Customs

They were very fond of _____ (2).

When there were feasts or festivities they slaughtered

a(n) _____ (3). _____ (4) spoke to the spirits of the forefathers.

Clothing

They wore the tanned _____ (5) of wild animals.

Ostrich feathers were placed on the _____ (6).

Dwellings

Some gathered _____ (7) grass and reeds for their huts.

The _____ (8) of the hut was made of thatching-grass.

The walls were coated with _____ (9).

_____ (10) built huts.

Sometimes they drew beautiful p _____ (11).



Figure 2.22

VENDA

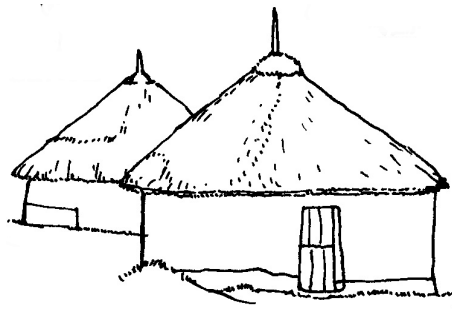


Figure 2.23

XHOSA

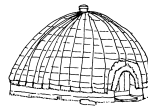


Figure 2.24

Zulu

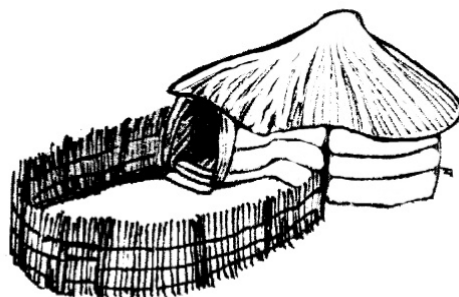


Figure 2.25

Sotho

Listen attentively to the interview with Xayimpi. Remember some of the words. Ask your teacher to read it to you so that you can supply the missing answers. Your teacher is allowed to help you!

Question 1: How was such a tribe ruled?

XWhere a large group of _____ (1) lived together, they had to _____ (2) ways of co-existing _____ (3) peace. The headman of _____ (4) group got together to elect a _____ (5) to rule _____ (6) them all. Thus he had _____ (7) power, and could _____ (8) others, decide where to build _____ (9), what _____ (10) to plant, and who had to be _____ (11) or punished. _____ (12) were taken at meetings _____ (13) the older men. The _____ s' (14) help was also _____ (15) for difficult decisions.

Question 2: What role was played by the forefathers?

It was believed that the ancestors of a tribe acted as protectors. If things went wrong, they thought that the forefathers were angry with them. Certain ceremonies were then held to appease the spirits. The forefathers were highly revered and it was believed that the dead were still part of the family.

Question 3: Who belonged to the tribe?

Everybody! There were no problems _____ (16) the care of orphans _____ (17) the elderly. Often, if a m _____ (18) died, his b _____ (19) would _____ (20) his wife in order to lessen the number of _____ (21). Anyone who violated _____ (22) system and rules of _____ (23), were banished _____ (24) killed.

- a) Study the pictures of the black village of approximately 500 years ago. Then divide into groups so that each group can use a different picture.

Now help the group leader to write down five questions based on your group's picture on a sheet of paper. Leave enough space for the other group to fill in answers. Also remember to write the number of the picture at the top of the page.

Make sure that you don't write questions that need only a yes or no answer!

After the questions have been answered, exchange the work with another group. Now answer your questions while the group leader fills in the answers.

Each group leader must give feedback on their questions and answers orally to the rest of the class on behalf of his/her group.

Your teacher could even have all the groups' assignments typed (or written out neatly) and return it to you.



Figure 2.26

[LO 3.3]

The early inhabitants of Africa that you have met up to now all contributed to the development of our country.

2.3.9 Assessment

LEARNING OUTCOME 3: INTERPRETING HISTORY – The learner will be able to interpret aspects of history

3.1 Be aware of more than one view of the past

Understand that different views of the same issue may be right or wrong.

3.2 Distinguish between fact and opinion.

Distinguish between a fact and an opinion.

Is able to access information from maps, charts, diagrams and graphs.

3.3 Reconstruct the past

Is able to reconstruct events and understand how people feel about them.

2.3.10 Memorandum

Activity

(a) Food: (1) maize

Customs: (2) music

(3) cow (ox)

(4) soothsayers, priests

Clothing: (5) skins

(6) head

Dwellings: (7) poles, clay, stones, sods

(8) roof

(9) clay bricks (mixture of clay, cow dung)

(10) especially women

(11) patterns

(b) Question 1:

The teacher fill in missing words on his / her copy and reads the interview to the learners. They listen attentively and then completes the activity.

- (1) of people
- (2) find
- (3) together in
- (4) the
- (5) leader
- (6) over
- (7) a lot of
- (8) amongst
- (9) huts
- (10) food
- (11) rewarded
- (12) decisions
- (13) with
- (14) soothsayer
- (15) called in

Question 3

- (16) with

- (17) and
- (18) man
- (19) brother
- (20) marry
- (21) orphans
- (22) the
- (23) the tribe / group
- (24) or

2.4 The people from Europe and Asia⁴

2.4.1 SOCIAL SCIENCES: HISTORY

2.4.2 Grade 5

2.4.3 SHAPING A NEW SOCIETY IN S.A.

2.4.4 Module 8

2.4.5 THE PEOPLE FROM EUROPE AND ASIA



Figure 2.27

More and more seafarers called at the southern tip of Africa, especially to replenish their stock of fresh water and also to introduce the “country” to the rest of the world.

Some people left their countries of origin to settle here permanently. People who settle in another country are called immigrants.

⁴This content is available online at <<http://cnx.org/content/m22390/1.1/>>.



Figure 2.28

The first white people who came to settle here were a group from the Netherlands who came with Jan van Riebeeck to Table Bay in 1652. They had been commissioned to build a fort and establish gardens. The Dutch vessels that passed the Cape on their way from Europe to the East would then be able to take fresh water, fruit and vegetables on board for the sailors.

The task that Jan van Riebeeck had been set demanded very hard work. While the Khoina still possessed land and livestock they did not want to work for the Dutchmen. After the arrival of the first large group of slaves in 1658, the Dutch East India Company regularly supplied the authorities at the Cape with slaves. When the British took over the Cape in 1795 there were more slaves than free burghers. In 1834 new laws were passed that determined that all slaves were to be emancipated. At the Cape the descendants of the slaves intermarried with people from the other groups. For instance, many children had a white father and a mother who had been a slave. A new population group was created. They were neither Malay slaves nor Negro slaves; neither white people from Europe, nor Khoina.

The Cape coloured people are descendants of the Khoina: emancipated slaves, free blacks, whites and Muslims. These coloured people initially worked as farm labourers, fishermen and artisans. They were given the vote at the Cape in 1853.

2.4.6 ACTIVITY 1:

2.4.7 TO UNDERSTAND CHRONOLOGY AND TIME ABOUT PEOPLE FROM EUROPE

2.4.8 LO [3.3]

Early settlers from Europe

- a) Imagine that you are a member of a Khoina tribe. Try to picture the meeting between your people and the Europeans. The sources below should be of some help to you!

SOURCE 1



Figure 2.29

SOURCE 2

One day some strange ships sailed into your bay. It did not seem as if the people were only going to load fresh water and then leave again, as previous ships had done. Most of them had long hair that reached down to their shoulders. Some of them wore huge hats, and one could see their hair sticking out from under these hats. Many of them also had hair on their faces. It was only when they started speaking to each other in their strange voices that one could make out that most of them were men.

Although it was sunny, they all wore clothes and leather shoes that covered most of their bodies. They looked much different from the Khoi. Most of these strange people were quite a bit taller than the Khoi, and their faces were red from the sun.

a) Imagine that you are Jan van Riebeeck. Your group of Dutch people have just landed in Table Bay ...

After this first encounter with the Khoi, the Dutchmen, too, were amazed by the Khoi's clothing, eating habits, appearance and language.

Divide into your groups. The group leader will write. We are going to solve Van Riebeeck's problems in four steps:

Step 1: What **problems**, do you think, will Jan van Riebeeck and his group encounter in this new country?

Step 2: Discuss all these problems and then select the **most important problem**. Everyone in the group must agree. Write this down: How will we ...?

Step 3: How many **possible solutions** to this problem can you think of?

Step 4: Decide together what the **best solution** will be.

You have five minutes to practise before each group has to enact its problem and the solution. The group leader must start off by stating the problem briefly and mentioning how you intend solving it.

2.4.9 ACTIVITY 2:

2.4.10 TO UNDERSTAND TIME IN THE PAST

2.4.11 [LO 3.3]

a) Here are some more examples of people who found a new home in South Africa. Start off by trying to discover as many as possible on your own, and then compile your own time-line.

Since the navigator, Diego C  o, went ashore here in 1485, the

P_____e (1) have been here.

The first s_____s (2) arrived here from Angola in 1658.

In 1652 the D_____ (3) arrived here with Jan van Riebeeck.

The F_____ (4) Huguenots came to South Africa in 1688 for the sake of their religion.

In 1820 the B_____ (5) Settlers settled along the eastern border of the Cape Province.

About 400 G_____ (6) soldiers settled in South Africa after the Dutch administration had come to an end.

In 1860 11 G_____ (7) sailors deserted their ship in the Port

Elizabeth harbour and stayed here.

Quite a number of I_____ (8) soldiers who were detained here during the Second World War, remained here.

Supply your own two examples.

EARLY PEOPLE FROM THE FAR EAST

The Cape Malays were the first group of people from Asia to come to South Africa. They were mainly from the East Indies. They came to the Cape during Dutch rule. Most of them were Muslims. They were very good at baking bread and cakes, and there were many excellent builders, carpenters, cooks, washerwomen and fishermen amongst them. Some of them also grew vegetables and sold their produce at the market or in the streets.



Figure 2.30



Figure 2.31

The largest group of Indians in South Africa settled in what was known as Natal (Kwa-Zulu/Natal). This is the story of the Indians ...

The first white farmers in Natal grew cotton. In 1847 the Milner brothers brought seed canes from Mauritius and that was the start of sugar cane farming in Natal. The first sugar cane plantations were established. More and more small mills, driven by cattle, were built. Large plantations and machinery followed. It soon became clear that cheap but trustworthy labourers were needed for the sugar cane farming to be successful.

The Zulu men were not really interested in becoming labourers. They were quite capable of making a living with what they owned. In any case, the men believed that agriculture was women's work. In 1860 Indian labourers were brought to South Africa on contract. By 1910 more than 150 000 had already come here as part of the scheme. They were transported free of charge, worked nine hours per day, earned a wage of 10 shillings per month and would be free after five years. Some Indians also came here as ordinary immigrants, especially with a view to opening shops and businesses.

Because there was tremendous poverty and misery in India, very few Indians went back after five years. Most of them stayed in South Africa and got jobs. Many Indians started their own businesses – they became dealers, factory owners, fishermen and market-gardeners. They became remarkably successful.”

2.4.12 ACTIVITY 3:

2.4.13 RECONSTRUCT THE PAST OF THE PEOPLE FROM ASIA

2.4.14 [LO 3.3]

a) Design your own crossword puzzle with questions (3 down, 3 across) in which you summarise the most important information about the Indians. Swop with your friend so that you can fill in his/her puzzle.

Now that you understand more about the earliest inhabitants, we shall be studying their way of life in the next module.

2.4.15 Assessment

LEARNING OUTCOME 3: INTERPRETING HISTORY – The learner will be able to interpret aspects of history

3.1 Be aware of more than one view of the past

Understand that different views of the same issue may be right or wrong.

3.2 Distinguish between fact and opinion.

Distinguish between a fact and an opinion.

Is able to access information from maps, charts, diagrams and graphs.

3.3 Reconstruct the past

Is able to reconstruct events and understand how people feel about them.

Memorandum

ACTIVITY 2 (a)

- (1) Portuguese
- (2) slaves
- (3) The Dutch
- (4) French
- (5) British
- (6) German
- (7) Greek
- (8) Italian

Chapter 3

Term 3

3.1 Dwellings for Africa¹

3.1.1 SOCIAL SCIENCES: HISTORY

3.1.2 Grade 5

3.1.3 AN EARLY AFRICAN COMMUNITY: PEOPLE OF S.A.

3.1.4 Module 9

3.1.5 DWELLINGS FOR AFRICA

THE EARLIEST INHABITANTS OF SOUTH AFRICA ALSO WERE THE EARLIEST PEOPLE OF AFRICA. IN THE FOLLOWING MODULES WE WILL STUDY THEIR DWELLINGS, FOOD AND MUSIC.

There are many different groups of people in South Africa and they live in different kinds of homes. Their dwellings have also changed considerably from the simple cave dwellings of the Stone Age to the homes of today. Technological progress has brought about incredible change.

We are going to study indigenous homes, early Cape homesteads, pioneer homes, homesteads in the British architectural style, and certain contemporary houses.

3.1.6 ACTIVITY:

3.1.7 TO CONSULT SOURCES FOR INFORMATION ON INDIGENOUS HOUSING AND REPORT YOUR FINDINGS

3.1.8 [LO 1.2; 1.3]

a) This is an exercise in which you simply need to supply missing words! (You will also be doing a quick revision of the earliest homes of the San and the Khoina people.)

The San were nomadic (a) _____ and gatherers. They lived in caves or shelters made of branches and (b) _____ to protect them from (c) _____, sun and rain and (d) _____ sleeping in at night. (e) _____ Khoina moved around with their (f) _____ and they therefore lived in (g) _____ huts made of grass mats. The mats (h) _____ light and could be rolled up (i) _____ they had to move further (j) _____ young branches were used (k) _____

¹This content is available online at <<http://cnx.org/content/m22391/1.1/>>.

the frames and they were covered with (l) _____ or grass mats. When (m) _____ rained, the (n) _____ became swollen with absorbed water and this prevented the raindrops from getting (o) _____ the shelter. Many examples of (p) _____ type of dwelling can still be seen (q) _____ Namaqualand.

b) **Work in groups when you consult sources to find answers to the following questions:**

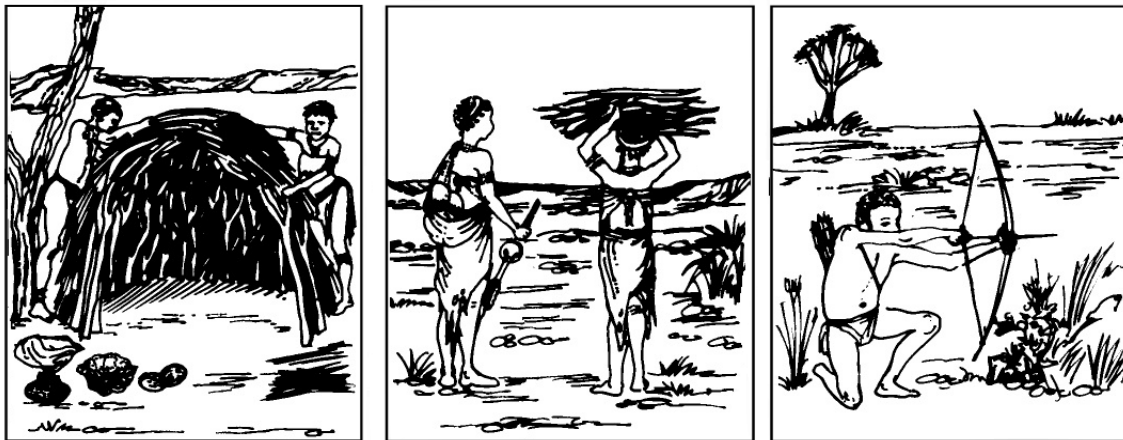


Figure 3.1

How did the tasks performed by men differ from those performed by women?

What are the differences and similarities that you notice?

Who are these people?

Where did they live?

When did they live?

How did they live?

The San loved listening to stories that explained natural occurrences when they gathered together around the campfire. Make up your own stories about why there are spots on the moon.

c) **Look closely at the following sketch of the dwellings of the Khoina, and report back as a group:**



Figure 3.2

How did they make their huts? What was used for the floors? What is used for the floors in your house?

Why were the huts arranged around the hut belonging to the chief?

On what did they sleep at night? On what do you sleep?

Where did they get water? How are your schools and houses supplied with water?

Why did the Khoi have more possessions than the San?

Suppose a man among the Khoi became blind. How would he have to adapt his lifestyle? (In the short term and in the long term)

d) **The Nguni peoples mainly built round huts of clay or stone – usually with thatched roofs. Zulu and Tswana huts traditionally consisted of frameworks of sapling branches with conical thatched roofs.**

Find examples of other indigenous dwellings. Paste or draw them in your workbook.



Figure 3.3



Figure 3.4

Nguni hut

e) **Suppose that you are a spy who has to determine where the tribe's new kraal has to be built on behalf of your chief.**

Draw a map of the countryside showing the ideal position for the new kraal. Then write a brief spying report (about five sentences) to persuade the chief to follow your suggestion for the location of the kraal. Provide reasons that refer to the veld, water and soil to justify your choice!

3.1.9 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY- The learner will be able to use enquiry skills to investigate the past and present

1.1 Access the sources

Start asking additional questions on events, artefacts, places, people. They vary in degree of difficulty.

1.2 Use the sources

Able to use page references

Know which sources (books) on specific topics contain information for an assignment / exhibition.

1.3 Communicate information from sources (reporting)

Able to explain information on a diagram, map, chart, sketch

Able to explain an event from the past orally or in writing.

3.1.10 Memorandum

Activity

- a) hunter
- b) reed mats
- c) wind
- e) the

- f) livestock
- g) round
- h) were
- i) when
- j) supple, flexible
- k) for
- l) branches
- m) it
- n) reeds
- o) into
- p) this
- q) in

b) The **men** hunted for meat, while the children cared for the livestock. The **women** were responsible for gathering berries and wild roots (veld food), and making clay pots for storing water and milk. Initially the Khoina was a race of shepherds along the coast of East Africa. Later they moved southwards after water and grazing. Since the tenth century they lived south of the Orange River.

The SAN were the first inhabitants of Southern Africa. The **men** were responsible for hunting and making arrows. The **women** gathered veld food, were responsible for the household, prepared food, cared for the children, and also built the shelters.

c) The kraal of the Khoina was built in the shape of a circle (beehive), surrounded by a hedge of thorn branches and poles for protection. The entrances to the huts all pointed to the inside of the kraal. At night the livestock slept in the middle of the kraal. The floors of the huts were smeared with manure, and the people slept on rush mats on the floor.

3.2 Early Cape homes and pioneering homes²

3.2.1 SOCIAL SCIENCES: HISTORY

3.2.2 Grade 5

3.2.3 AN EARLY AFRICAN COMMUNITY: PEOPLE OF S.A.

3.2.4 Module 10

3.2.5 EARLY CAPE HOMES AND PIONEERING HOMES

3.2.6 ACTIVITY 1:

3.2.7 FINDING INFORMATION ABOUT EARLY CAPE HOMES AND REPORTING RESULTS

3.2.8 [LO 2.2; 2.3]

In 1652, Jan van Riebeeck had the fort of Good Hope (De Goede Hoop) built at the Cape of clay and wood. At the beginning, the Dutch mainly lived in the fort, but they soon started building their own individual homes.

²This content is available online at <<http://cnx.org/content/m22393/1.1/>>.

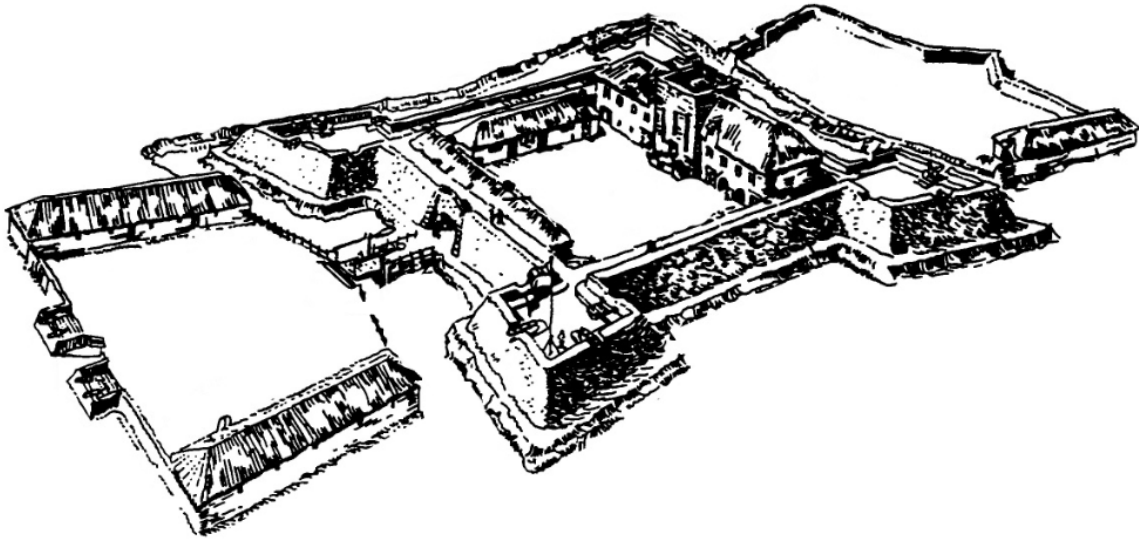


Figure 3.5

The Fort

The earliest homes had few rooms and the walls were built of clay or rough stones. The walls were plastered, using clay mixed with seashells, and thatched roofs covered the houses. The loft gable (a "leg of mutton" gable with a small window) kept rain from dripping onto the stoep right by the door.

Sparks from the chimney frequently set fire to the thatched roofs, so owners had to pay two shillings in tax for each of the chimneys of a house! In time, lofts were provided with special floors to prevent fires.

Some historians have suggested that the gables also prevented burning thatch from falling at the entrance to the house.

- a) With the development of technology, stars, hearts, fruit, animals and plants were used as elements to decorate the front gables of Cape Dutch homes. Explain the reasons for this to a partner.

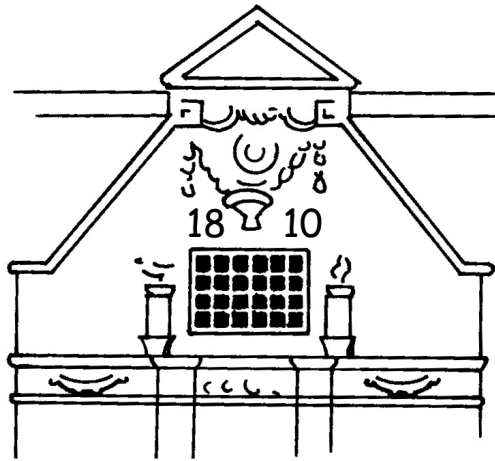


Figure 3.6

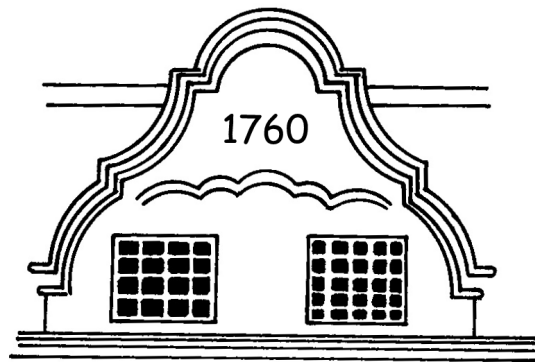


Figure 3.7

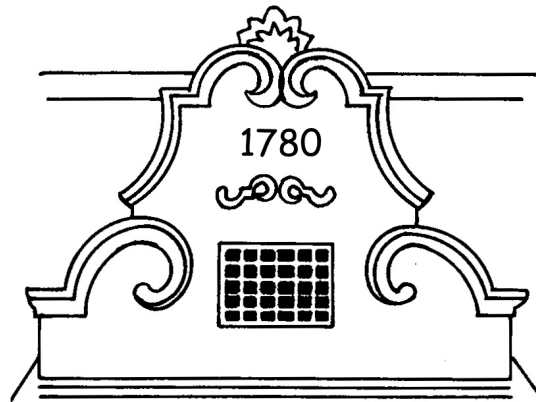


Figure 3.8

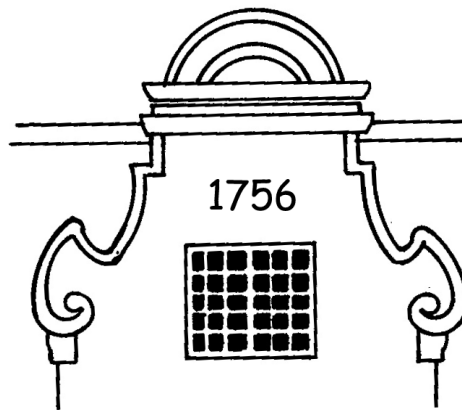


Figure 3.9

Because of the fire hazard that was part of thatch-roofed houses, people who lived in Cape Town towards the end of the eighteenth century began to build flat-roofed houses. These houses frequently had two or more storeys.

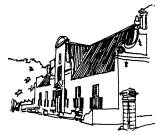


Figure 3.10

A thatch-roofed house

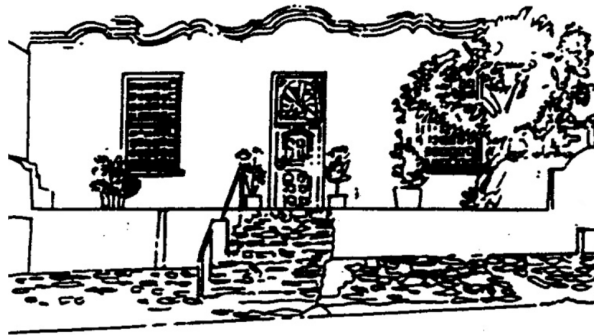


Figure 3.11

A flat-roofed house

3.2.9 ACTIVITY 2:

3.2.10 TO DIFFERENTIATE BETWEEN THE PIONEERING HOMES OF THE DIFFERENT PERIODS

3.2.11 [LO 2.3]



Figure 3.12

A 'Hartbees-huisie'

“Cattle farmers usually lived in small, simple, thatched houses. They used a framework of young, supple branches that were set into the ground in straight lines and were bent towards each other at the top. Clay and sturdy reeds, hard rushes ("biesies" in Afrikaans), were used to fill in the walls. This gave rise to the name "hartebeeshuis".



Figure 3.13

A saddle-roofed house

Saddle-roofed houses consisting of a pitched roof of reeds placed on the ground were also used. Seventy or so of these houses can be seen near Riversdale (in the Southern Cape) where they have been built to look out over the sea. This site has been declared an open-air museum and national monument.

a) **Conduct a class discussion on the following sketches representing different historical periods.**

Which similarities (boys) and differences (girls) are evident when you examine the different periods? (Suggestion: First arrange these pictures chronologically.)



Figure 3.14

[LO 2.3]

3.2.12 ACTIVITY 3:**3.2.13 TO DIFFERENTIATE BETWEEN PERIODS BY IDENTIFYING HOUSES BUILT ACCORDING TO THE BRITISH STYLE****3.2.14 [LO 2.3]**

George III was reigning as king in Britain when the British took control of the Cape for the first time in 1795. The style of building that they were using at the time was known as the Georgian style.

The houses usually had three storeys, were built of bricks and whitewashed, and were decorated with lime-plaster (stucco). The impressive windows were large and glazed, and the window frames were painted green.

Each house had a paved platform (stoep) along the front of the house, with steps leading up to this platform. A seat was usually built at either end of the platform and the inhabitants of the house frequently sat there, particularly in the evenings, to enjoy the cool evening air.

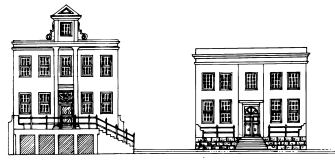


Figure 3.15

- a) See if you can find any houses built in this style in your vicinity!

3.2.15 ACTIVITY 4:

3.2.16 TO BECOME AWARE OF DIFFERENT MODERN VIEWS ON HOUSING

3.2.17 [LO 3.1]

South Africa is currently experiencing a desperate shortage of housing, especially because millions of people from the poorer country areas are moving to cities in the hope of finding work. The cities do not have enough homes for all these people, with the result that slums develop and squatters build shacks in informal housing areas. One of the results of such inadequate housing is that children escape from home conditions that are unbearable and simply live on the streets.

- a) **Examine the following sketch and have a class discussion on what you discover in it .**



Figure 3.16

What are the causes and results (effects) of urbanisation in South Africa?

What are the views that people in South Africa express when they discuss squatters? What is right?

Why do different people have different attitudes to this situation?

The drawings printed below were drawn by various street children. They reveal that the environments in which people live, affect their actions. Explain how.

Would you regard these sources as reliable? Why?

Try to see how many different kinds of information you are able to gain from these drawings.

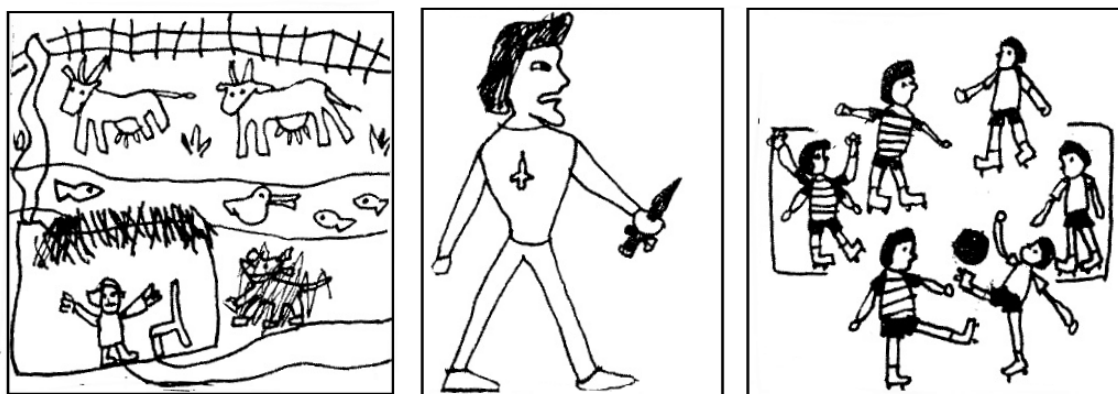


Figure 3.17

We have found out where and how people live. Let's visit them now to find out what their eating habits are.

3.2.18 Assessment

LEARNING OUTCOME 2: HISTORICAL KNOWLEDGE AND UNDERSTANDING – The learner will be able to demonstrate historical knowledge and understanding

2.1 Understand chronology and time

Compilation of an historical time line with BC, AD, ancient, modern.

2.2 Supply reasons why an historical event took place (causes, effects).

Is able to supply proof orally or in written form of causes / effects of events, and to identify patterns.

2.3 Differentiate between different periods (similarities, differences).

Show differences / similarities between situations experienced at present and those of a specific period by making use of written evidence.

LEARNING OUTCOME 3: INTERPRETING HISTORY – The learner will be able to interpret aspects of history

3.1 Be aware of more than one view of the past

Understand that different views of the same issue may be right or wrong.

3.2 Distinguish between fact and opinion.

Distinguish between a fact and an opinion.

Is able to access information from maps, charts, diagrams and graphs.

3.3 Reconstruct the past

Is able to reconstruct events and understand how people feel about them.

3.2.19 Memorandum

Activity 1

a) The architecture was also influenced by the **climate** and different **cultures**.

(A visit to the Koopmans De Wet Museum would be worthwhile.)

Activity 2

a) 3, 4, 1, 2, 5

Activity 4

Because urbanization took place so rapidly, there is a serious shortage of houses in and around the cities. Squatter camps are an example of a lower income housing settlement. Squatters are people who have nowhere to go, and who construct “structures” (cardboard, wood, sheets of corrugated iron) on land that does not belong to them. Approximately one out of five people in SA live in squatter camps, structures in back yards, and many other temporary shelters. Most of the people moved from rural areas many years ago because they had no livelihood. The men mostly have a job but cannot afford the rent of a room in the back yard of a formal neighbourhood.

It is important that people should be able to have access to proper housing with basic conveniences such as running water. They should be encouraged to improve their houses and neighbourhoods.

To summarise: Squatter camps are a symbol of:

Failure, because the community does supply adequate housing and job opportunities;

Hope, because people live there with courage and endurance to improve their situation.

3.3 Food for Africa³

3.3.1 SOCIAL SCIENCES: HISTORY

3.3.2 Grade 5

3.3.3 AN EARLY AFRICAN COMMUNITY: PEOPLE OF S.A.

3.3.4 Module 11

3.3.5 FOOD FOR AFRICA

3.3.6 ACTIVITY:

3.3.7 TO RECONSTRUCT THE USE OF FOOD BY EARLY FARMERS

3.3.8 [LO 3.3]

The farm has always been regarded as the country’s pantry – also in South Africa. You already know that the San followed a nomadic lifestyle as hunters and gatherers. There are few things that “tell” us so much about the people in History, as the food that they ate.

³This content is available online at <<http://cnx.org/content/m22394/1.1/>>.



Figure 3.18

a) The San

GROUP 1

Suppose you are part of a San hunting party hunting for food.

First see whether you are able to copy these shadow figures.

(Difficult, isn't it?)

Can you signal a message to your friends without talking? (Why may you not talk while you are hunting?)

Draw a cartoon to show how you hunt animals and prepare the meat for eating afterwards. Good luck with the hunt!

GROUP 2

Your mother has gathered veld food and your father has come home with meat from the hunt! Compile a menu for your family for the next day.

Remember that you are living in the Stone Age.



Figure 3.19



Figure 3.20

b) The Khoina

The Khoina had already begun to keep cattle by the time the first black people arrived in the South African region. They had also started trading with other groups. Cattle were kept as a means of trade rather than for their meat. The Khoina also ate plant foods and game to survive.

Why did they prefer to keep their cattle rather than eat them?

What similarity can you identify when you compare the way in which the Khoina used to curdle milk with how we make yoghurt?



Figure 3.21

c) The black farmers

Some black farmers were already sowing and harvesting crops at Manzani, near Durban, during the Stone Age. By 100 A.D. they were planting crops and keeping cattle in the river valleys between the Drakensberg mountain range and the sea, as well as on the Highveld. Their farming activities determined their eating habits and what they used as food.

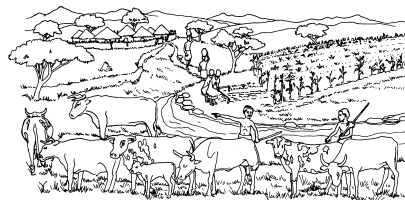


Figure 3.22

3.3.9 ACTIVITY 2:

3.3.10 TO DIFFERENTIATE BETWEEN HISTORICAL PERIODS WITH REGARD TO WHEAT AND WINE FARMING

3.3.11 [LO 2.3]

The Dutch who lived at the Cape under Van Riebeeck had to cultivate fresh products for the use of the crews of passing ships. They laid out gardens for growing vegetables, vines, wheat and citrus fruits where Cape Town is at present. They also ate peas, rock rabbits, hippopotami, baboons, rats and penguins!

Nine free burghers obtained farms for cultivating wheat and mealies along the valley of the Liesbeeck River in 1657, and later were also permitted to plant vines.



Figure 3.23

Is everything in the illustration represented correctly?

On the wheat farms they used ploughs with reinforced iron blades and harvested wheat by cutting it with scythes or sickles. Cattle were used to thresh the grain on the threshing floors to separate the kernels from the chaff.

On the wine farms, slaves helped to press the grapes by treading them barefoot in large wooden vats to extract the juice for making wine.

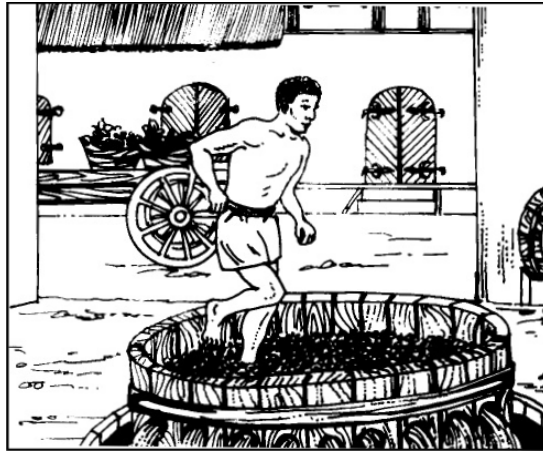


Figure 3.24

Wine farm



Figure 3.25

Wheat farm

b) Answer the following questions that refer to the sources that are provided:

What changed with the years and what remained the same? Give reasons for changes and for things remaining the same.

How important is today?

Suppose that you and a friend were working on a wine and a wheat farm respectively during the eighteenth century. Compile a joint farming programme in which you compare your duties during the year with similar

present-day (modern) farming.

3.3.12 ACTIVITY 3:

3.3.13 TO REPORT ON CATTLE FARMING

3.3.14 [LO 1.3]

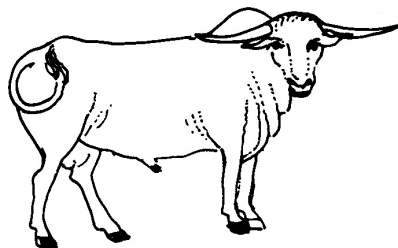


Figure 3.26



Figure 3.27

a) Read the following article attentively and then conduct a class quiz on the information contained in it.

The Dutch later crossed the cattle they had brought with them from the Netherlands with cattle traded from the Khoina. The red Afrikaner cattle are representative of the cattle that were developed in those times.

The king of Spain presented two merino rams and four ewes to the Dutch government in 1789. The rams thrived at the Cape and provided wool and meat of excellent quality. Today, approximately 80 % of South African flocks are made up of this race of sheep. There are about 28 million sheep in South Africa!

Some cattle farmers had left the Cape by the eighteenth century to move into the interior. They kept stock for meat rather than for wool. Their food mainly consisted of the mutton obtained from their hardy fat-tailed sheep, beef from the long-horned cattle and venison from the large herds of game. Cream was separated from milk to make butter and fruit was preserved by means of drying or bottling. Sometimes the farmers sowed grains, but harvesting it was not possible when they were obliged to move on to find grazing, or when it was damaged due to wet weather or drought. Bread was baked in anthills or clay ovens. Coffee, tea and sugar were luxury items and were mostly "bought" from itinerant traders ("smouse").

3.3.15 ACTIVITY 4:**3.3.16 TO DIFFERENTIATE BETWEEN FACTS AND OPINIONS CONCERNING THE PRESENT-DAY (MODERN) PROVISION OF FOOD****3.3.17 [LO 2.3]**

Nowadays most people live in towns or cities where they are close to food. Form groups for finding out where the basic foodstuffs that you require come from.

- a) Draw the following table in your workbook. Then complete a survey by questioning the members of your family.

BASIC FOODSTUFFS		DISTANCE	
(Change, if necessary)	0,5 km	2 km+	5 km+
Bread/"pap"			
Meat			
Butter			
Fresh fruit/vegetables			
Tinned food			
Average distance:			

Table 3.1

- b) Now you have obtained specific information from oral sources. Determine whether the following distances represent facts or opinions:

Most foodstuffs are easily accessible.

Most shopping is done close to people's homes.

Most of the above foodstuffs are bought at specific places.

This situation is altogether different from that the previous century or centuries.

3.3.18 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY- The learner will be able to use enquiry skills to investigate the past and present

1.1 Access the sources

Start asking additional questions on events, artefacts, places, people. They vary in degree of difficulty.

1.2 Use the sources

Able to use page references

Know which sources (books) on specific topics contain information for an assignment / exhibition.

1.3 Communicate information from sources (reporting)

Able to explain information on a diagram, map, chart, sketch

Able to explain an event from the past orally or in writing.

LEARNING OUTCOME 2: HISTORICAL KNOWLEDGE AND UNDERSTANDING – The learner will be able to demonstrate historical knowledge and understanding

2.1 Understand chronology and time

Compilation of an historical time line with BC, AD, ancient, modern.

2.2 Supply reasons why an historical event took place (causes, effects).

Is able to supply proof orally or in written form of causes / effects of events, and to identify patterns.

2.3 Differentiate between different periods (similarities, differences).

Show differences / similarities between situations experienced at present and those of a specific period by making use of written evidence.

LEARNING OUTCOME 3: INTERPRETING HISTORY – The learner will be able to interpret aspects of history

3.1 Be aware of more than one view of the past

Understand that different views of the same issue may be right or wrong.

3.2 Distinguish between fact and opinion.

Distinguish between a fact and an opinion.

Is able to access information from maps, charts, diagrams and graphs.

3.3 Reconstruct the past

Is able to reconstruct events and understand how people feel about them.

3.4 Music from Africa⁴

3.4.1 SOCIAL SCIENCES: HISTORY

3.4.2 Grade 5

3.4.3 AN EARLY AFRICAN COMMUNITY: PEOPLE OF S.A.

3.4.4 Module 12

3.4.5 MUSIC FROM AFRICA



Figure 3.28

This theme literally comes to an end with a song in the heart. The people who live in South Africa enjoy living, eating and singing together!

It is to be expected that a country that has such a wide variety of people would also have a wide variety of music. South African music is varied and ranges from that which the San produce on the single-stringed goura to the pulsating rhythm of the mbqanga in many black townships, from the lively folk music of the Cape Coons to symphony orchestras and to the drumming of workers drumming out rhythms on oil drums and rubbish bins.

3.4.6 ACTIVITY 1:

3.4.7 TO USE SOURCES FOR FINDING OUT ABOUT THE MUSIC OF DIFFERENT GROUPS

3.4.8 [LO 1.2]

a) San and the Khoina

⁴This content is available online at <<http://cnx.org/content/m22395/1.1/>>.

The San made musical instruments from natural materials. This means that they fastened beads that rattled round their ankles when they danced and that the bow used for hunting was adapted slightly for making music. To play this instrument, which they called a goura, a light stick was beaten against the strings. Nowadays the San also use materials like tin cans and copper wire for making musical instruments.

The Khoina played flutes made from reeds of different lengths. (Can you make a suggestion about what they might have used if they had not had reeds?) They also made drums by stretching animal hides across clay pots.

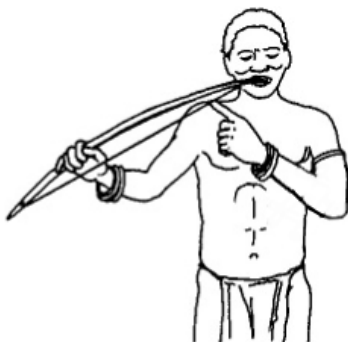


Figure 3.29

San

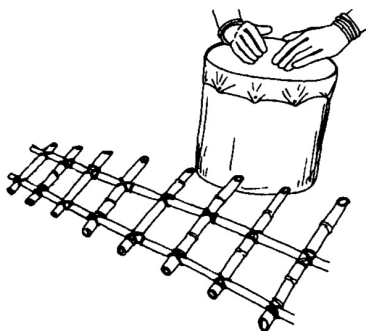


Figure 3.30

Khoina

Form groups to undertake the following research:

Which sources would you consult to find information?

Ask your educator to explain how to use a library catalogue.

A gorah and a home-made guitar are examples of string instruments. Provide the names of three more string instruments and draw a simple sketch to illustrate them.



Figure 3.31

xylophone



Figure 3.32

Nguni drum

b) Black peoples

The only people in South Africa who actually were drummers by tradition were the Venda, the Pedi and the Tsonga. The Nguni peoples, like the Xhosas and the Zulus, beat their weapons against their ox-hide shields, or banged their shields against the ground while singing war songs. These Nguni people only started making drums from hides much later, and used drumsticks to play these drums.

The xylophone is another indigenous musical instrument. Its name is derived from Greek words meaning “wood” and “sound”. It consists of wooden blocks of different lengths that are struck with knobbed sticks to produce different sounds. Sometimes gourds are attached below the wooden blocks to increase the volume of the sound that is produced.

The Tsongas and the Vendas also used xylophones with fixed keyboards. Some black nations used the horns of animals, which they blew from the side like early players of the reed flute.

Gorah



Figure 3.33

Your friend Ben, who lives in Soweto, plans to give you one of his people’s typical traditional musical instruments as a birthday present. Do some research to get information about such instruments and provide him with a list of five instruments in your order of preference. Also explain why you have arranged your selection as you have done.

c) Music in the classical period

At the time of the Dutch occupation of the Cape (during the seventeenth century), military music was played at ceremonial occasions, and drums, trumpets and other wind instruments were used. Slave orchestras performed at the homes of wealthier families, or the children of the family entertained guests with music

played on the violin, flute and harp. In Europe, the Germany of that time could boast with Johann Sebastian Bach and Georg Friederich Handel, who are counted among the world's greatest composers of all time.

During the eighteenth century particularly, the British relied on soldiers to provide public entertainment. Operas, ballet performances and operettas were frequently performed at the garrison theatre on Riebeeck square. The first Music Academy was established in Cape Town in 1826. Music masters like Pabst, Schruppf and Letoming, particularly, performed there and played music by Mozart, Haydn and Viotti, amongst others. In Europe, composers like Joseph Haydn, Wolfgang Amadeus Mozart and Ludwig von Beethoven were becoming known and gained worldwide fame.

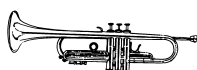


Figure 3.34

d) Afrikaans folk music

You might have to refer to oral sources to underline the correct option from those in brackets:

1. South African country music (Boeremusiek) came into being during (barn dances, cocktail parties, hunting trips).
2. The musical instruments mainly comprised the accordion, the concertina, guitar and (banjo, piano, drums).
3. The (toyi-toyi, swing, "vastrap") was the most popular dance of the 1940s.
4. The "tiekiedraai" was a (slow dance, fast dance, waltz) in which couples made their turns in the space of a "tickey" (small coin the size of a current one-cent piece).

e) Modern music

Make use of oral sources again and then conduct a class discussion on the following assertions:

A person who has no music is like a chicken that has no feathers!

Music brings people together.

Change, also as far as music is concerned, cannot be halted.

What is the music of the new generation?

Let us take a look at the contribution that the different musical styles in South Africa have made to modern music.

Try to fit the different musical styles to the descriptions:

Marabi	1.	It is a characteristic style of music that was developed by urban blacks during the twenties. It is a combination of Black and Western music. Cape Coloured musicians even included African-American melodies in it.
<i>continued on next page</i>		

Kwela	2.	African male choir music is a mixture of Zulu, Swazi, Western, Afrikaans and American sounds. It was made famous by Miriam Makeba.
Umbaqanga	3.	This is the first South African musical style that has received international recognition. It is an urban musical style dating from the 1940s and played on flutes by groups of young boys particularly. More recently guitars and contrabass were added. (Mango Groove)
Mbuke	4.	This is a mixture of local music and African jazz. It was influenced by Kwela, older traditional music and American jive music. It is played on electric guitars, accordions, drums and violins.

Table 3.2

Now see whether you are able to link the descriptions in Column B with the artists/ groups in Column A:

A		B
Ladysmith Black Mambazo	1.	The name of this group is Savuka. They perform a mixture of Zulu songs, mbaqanga, rock 'n roll and dances.
Johnny Clegg	2.	They sing some of the cuts on the Paul Simon Graceland album. They received a Grammy award in 1985.
Mango Groove	3.	These are Malay choirs. They sing lively folk songs like: "Daar kom die Alabama!"
Cape Coons	4.	This is an international group with Claire Johnson as the lead singer. Their interpretation of kwela music is world famous.

Table 3.3

Make use of a questionnaire to determine what the learners in your class indicate as their favourite music and compile a "TOP 10" list for the class.

Role-play the development of music in South Africa. Use as many musical instruments as possible (tape recordings are welcome!). You could even make your own recordings!

Remember that you will have to consider everyone's feelings and taste and use the whole group to the advantage of all!

3.4.9 Assessment

LEARNING OUTCOME 1: HISTORICAL ENQUIRY- The learner will be able to use enquiry skills to investigate the past and present

1.1 Access the sources

Start asking additional questions on events, artefacts, places, people. They vary in degree of difficulty.

1.2 Use the sources

Able to use page references

Know which sources (books) on specific topics contain information for an assignment / exhibition.

1.3 Communicate information from sources (reporting)

Able to explain information on a diagram, map, chart, sketch

Able to explain an event from the past orally or in writing.

3.4.10 Memorandum

- a) String-: violin, banjo, guitar
- b)
- d) 1. barn dances
- 2. banjo
- 3. folk-dance “vastrap”
- 4. fast
- f) Marabi (1)
- Umbaquanga (4)
- Kwela (3)
- Mbukei (2)
- g) Ladysmith Black Mambazo (2)
- Mango Groove (4)
- Johny Clegg (1)
- Cape Coons (3)

Chapter 4

Term 4

4.1 Establishment of the empire and way of living¹

4.1.1 SOCIAL SCIENCES: HISTORY

4.1.2 Grade 5

4.1.3 THE ANCIENT ROMAN CIVILIZATION: 500 B.C. TO 500 A.D.

4.1.4 Module 13

4.1.5 THE ESTABLISHMENT OF THE EMPIRE AND THE MANNER OF LIVING OF ITS PEOPLE

Before we begin it is important to understand what an ancient civilisation is.

Those eras which are farthest away from us in time, are referred to as ANCIENT times. Those close to us, are called contemporary.

We speak of a CIVILIZATION when the evidence indicates that the way of life of people of the time show distinct qualities of development and refinement.

THE PEOPLE OF **ANCIENT** CIVILIZATIONS ESTABLISHED THE FOUNDATIONS OF OUR **MODERN** CIVILIZATIONS.

¹This content is available online at <<http://cnx.org/content/m22396/1.1/>>.

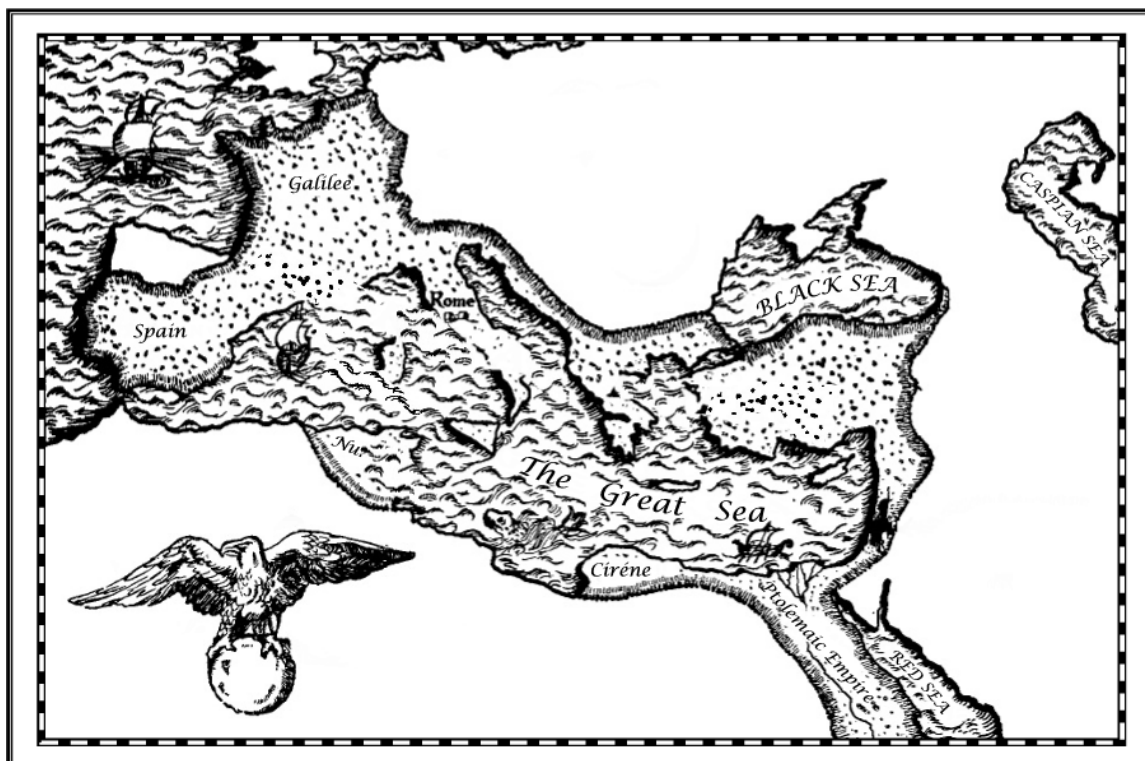


Figure 4.1

This module tells the fascinating story of the Roman Empire – one of the earliest and greatest civilizations ever known! Roman history covers a period of more than 1000 years and extended into most of the known civilizations of that time! However, that's not all. Their unbelievable contribution to society reaches into modern times.

Welcome to the Roman Empire!

4.1.6 Activity 1:

4.1.7 To be aware of various views on the establishment of, and life in rome

4.1.8 [LO 1.3]

ORIGIN OF THE ROMAN EMPIRE

In 800 B.C. there were only a few thatched huts on the hills surrounding the Tiber River. Most of the people who lived there were farmers who cultivated wheat, olives and grapes in the fertile valley. In time the villages that developed on the seven hills started trading and eventually united. By 753 B.C. Romulus, according to the legend, founded the city of Rome. The united Roman villages could offer each other protection against attacks, especially from the Etrurians. The people from the different villages also worshipped together.

Thereafter the Empire developed as follows:



Figure 4.2

In the beginning priests brought sacrifices on behalf of the people. By 50 B.C. the Romans were conquered by the Etrurians, but the Etrurian king was later banished from Rome by the Romans.



Figure 4.3

After this, the Romans decided never to have a king and Rome became a republic. Two consuls were elected annually to rule over them. The consuls were supported by a senate of older, wise men.



Figure 4.4

Rome expanded rapidly. Tribes were conquered and a mighty empire was established to the East and the West and in North Africa. The provinces were governed by generals, e.g. Julius Caesar. The consuls eventually lost control over the generals and revolts and wars occurred.

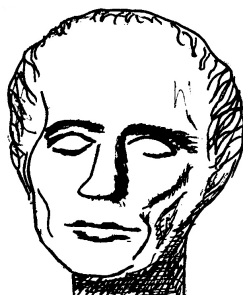


Figure 4.5

When Julius Caesar attacked Rome in an effort to become king of the Empire, he was stabbed to death by his opponents in the senate hall in 44 B.C. Thus the republic came to an end. In 31 B.C. Octavianus (called Augustus) became the first emperor of the great Roman Empire.

But endless wars eventually brought the mighty Roman Empire to a fall. In A.D. 455 the Empire was attacked and conquered by a strong tribe, the Vandals ...

a) **Now you know how the Roman Empire expanded. The following lovely legend tells you how the capital, Rome, received its name ...**

Mars, the god of war, had to leave his two sons (Romulus and Remus) in a cradle next to the Tiber River. There a she-wolf found the two babies and fed them with her milk. One day a shepherd found the two babies alone a field. He took them and raised them as his sons. When they became adults, they built a city on the spot where the shepherd found them. The twins had a bitter quarrel one day and Romulus killed Remus. Afterwards Romulus named the city Rome, after himself.

BUZZ GROUP: FOUR MINUTES!

Do you believe this legend about the origin of Rome? WHY?

Figure 4.6

4.1.9 ACTIVITY 2:

4.1.10 TO BE AWARE OF DIFFERENT VIEWS ON LIFE IN ROME

4.1.11 [LO 1.3]

The lifestyle of rich and poor Romans differed. It is noticeable especially in their (a) type of work (b) eating habits and (c) houses.

They became very rich through trading, (e.g. with slaves or food for the army), and mining. Their wives used slaves even to help them style their hair, put on make-up and dress.

Male and female slaves were bought and sold at slave markets. Often the whole population of a conquered city was sold as slaves. They were then displayed naked on an auction platform, with notices providing information about them hung from around their necks. Young boys and educated slaves were the most popular. (Why?) Anyone with enough money could buy slaves. Sometimes slaves were ill-treated and even killed when they tried to run away.

Women were used as hairdressers, dressmakers, cooks and servants.

Men crafted silverware, pots, pans and weapons in small workshops.

Some slaves worked in **mines**. The circumstances underground were critical, with many security risks.

On the **estates** slaves digged, ploughed and performed other important tasks.

Public slaves were enlisted to build roads, collect taxes, repair aqueducts and also served as clerks.

a) **Complete the comic-strip below to indicate that slaves and rich people played a particularly important role in the Empire:**



Figure 4.7

The staple food of the Romans consisted of wheat-bread with cheese and beer or porridge with herbs, vegetables and olives supplemented with seasonings. Romans also liked fruit, honey, eggs, dates and wine. If preferred, they could have their own food cooked at the public bakery. Special guests were invited to dinner on special occasions. There seven different dishes of meat and fish, fruit and choice wines were served by slaves. On such occasions they ate and talked for hours while slaves had to chase away flies with powdered peacock-feather fans. Study the menu for a Roman banquet!

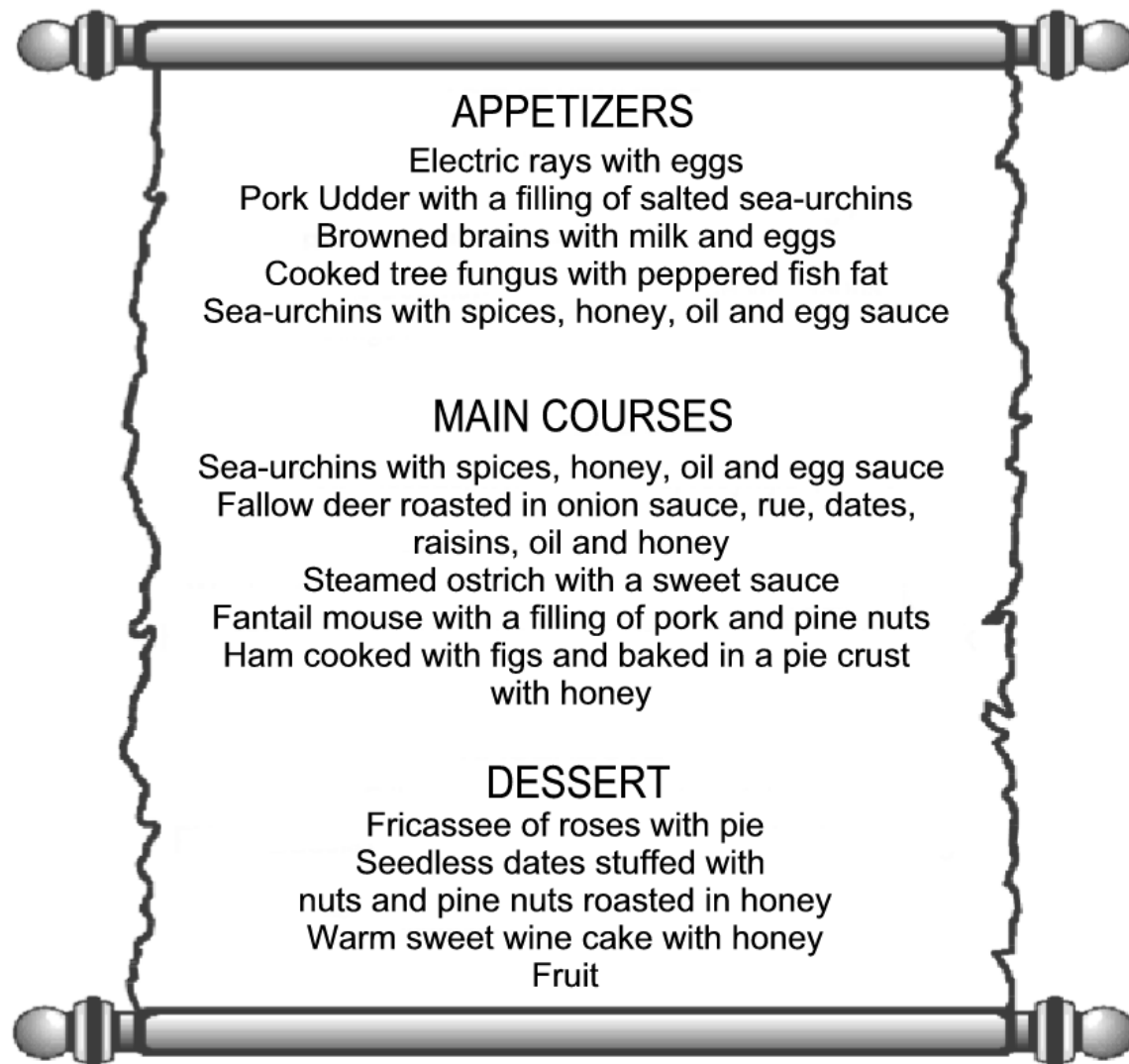


Figure 4.8

b) Now compile your own MENU for a day for an ordinary family. Decide for yourself for which meals.

c) The rich could afford luxurious villas in town or on a country estate. First study this reconstruction of a manor house in Pompeii, a Roman city which was buried under lava after a volcanic eruption in A.D. 79. Add the right numbers to each description.

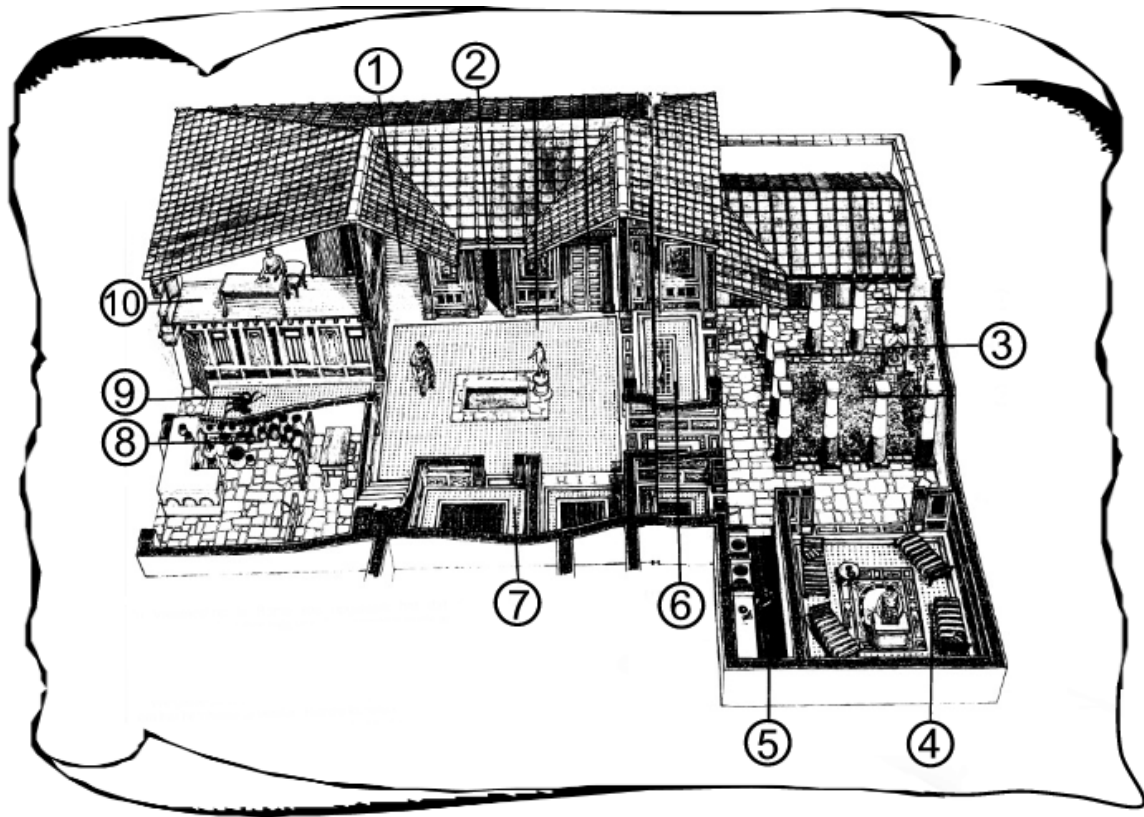


Figure 4.9

Staircase leading to bedroom. (Bedrooms usually were small and were sparsely furnished!)
Bedrooms	
Upper room	
Courtyard with flower beds/shrubs (archaeologists even discovered seeds of the original plants during excavations.)	
<i>continued on next page</i>	

Reception room or study	
Shop	
Main living room with a bedroom next door	
Dining room with 3/4 couches on which people sat or reclined while eating	
Hallway (mosaic pattern on floor)	
Kitchen (charcoal was burnt in stoves)	

Table 4.1

The poorer people in Rome lived in wooden houses, rented rooms (by 27 B.C. there were 45 000) or in rooms above shops – often up to five floors high! Some places collapsed because builders used inferior materials. The top floors did not have running water. Why? Furniture usually consisted of one or two rickety beds, a couch and chairs. Tenants had to use public toilets. During winter fires were made with charcoal. Women spun their own yarn for weaving clothes on spinning wheels. Most houses only had window gardens.

d) **You are a slave who is in charge of the manor house. Describe the course of your day when an important visitor stays over.**

4.1.12 Assessment

LO 1

HISTORICAL ENQUIRY The learner will be to use enquiry skills to investigate the past and present.

We know this when the learner:

1.1 accesses sources:

starts asking additional questions on events, artefacts, places, people. They vary in degree of difficulty;

1.2 uses the sources:

is able to use page references;

1.3 knows which sources (books) on specific topics contain information for an assignment / exhibition;

1.4 communicates information from sources (reporting):

is able to explain information on a diagram, map, chart, sketch;

is able to explain an event from the past orally or in writing.

4.1.13 Memorandum

Activity 2

(c) 1, 7, 10, 3, 6, 8, 2, 4, 9, 5

4.2 Three places of interest in Rome²

4.2.1 SOCIAL SCIENCES: HISTORY

4.2.2 Grade 5

4.2.3 THE ANCIENT ROMAN CIVILIZATION: 500 B.C. TO 500 A.D.

4.2.4 Module 14

4.2.5 THREE PLACES OF INTEREST IN ROME

I am going on an excursion to the most important sights in ancient Rome. You are welcome to come along!

²This content is available online at <<http://cnx.org/content/m22402/1.1/>>.

4.2.6 ACTIVITY

4.2.7 TO EXPLORE CERTAIN SOURCES AND REPORT ON THE SIGHTS

4.2.8 OF ROME

4.2.9 [LO 1.2; 1.3]

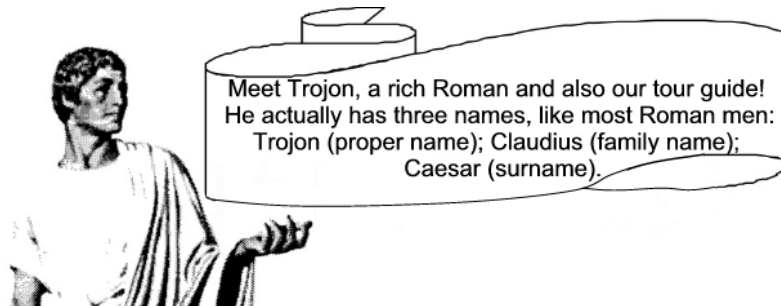


Figure 4.10

a) First use Trojon's descriptions to number the sketch correctly. Enjoy you trip through Rome!

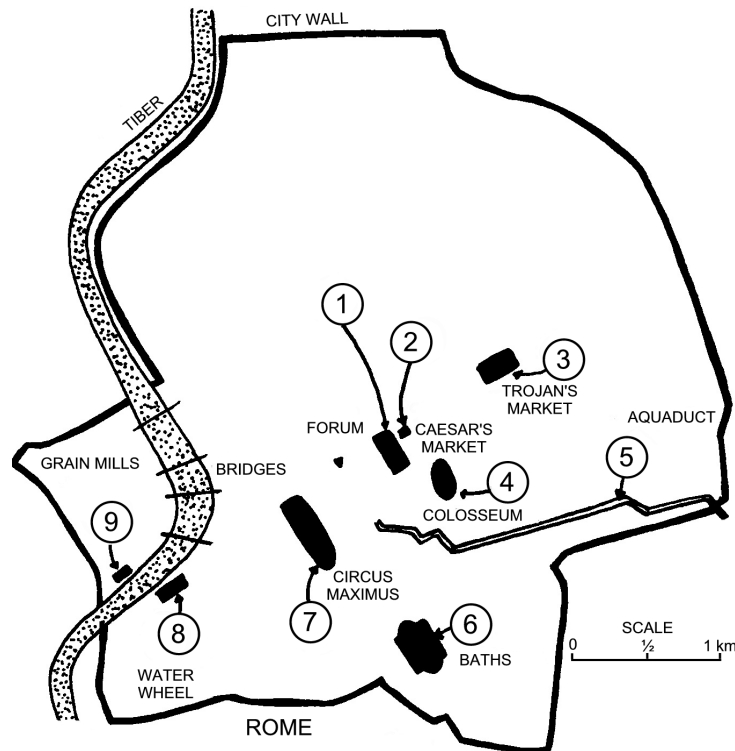


Figure 4.11

Like most Romans, I got up early this morning and had porridge and wine in my villa. Later four slaves carried me through the busy streets in my sedan chair. We went to a square in the centre of Rome, called the **FORUM** (today the Forum Romanum). The square is surrounded by government buildings, tall pillars and statues.

Nearby is Caesar's market where many spices are for sale. Most shops open early in the morning, close for a while during the afternoon and then reopen till dusk. There are traders in clothing, bakers, barbers, grocers, druggists, goldsmiths, sellers of meat, traders in books and poultry. Oil sales are the most profitable. Why? Many traders live next to or above their shops.

Further on we come to **TROJAN'S MARKET** with its typical small shops.

We are now going to the river. (Which one?) On our way we pass the **Colosseum** where spectators were entertained in a gruesome manner. It is built of marble, stone, brick and granite. Materials were transported on the Tiber by means of barges. The ancient amphitheatre (about 100 m high) could house more than 50 000 spectators. There were also more than 80 different exit staircases, so that spectators could leave within three minutes.

The Colosseum was inaugurated in 80 A.D. with games that lasted for more than 100 days. For the games, thousands of animals from North Africa were caught to fight in the arena. The emperor even had a mock battle staged on water!

9Colosseum

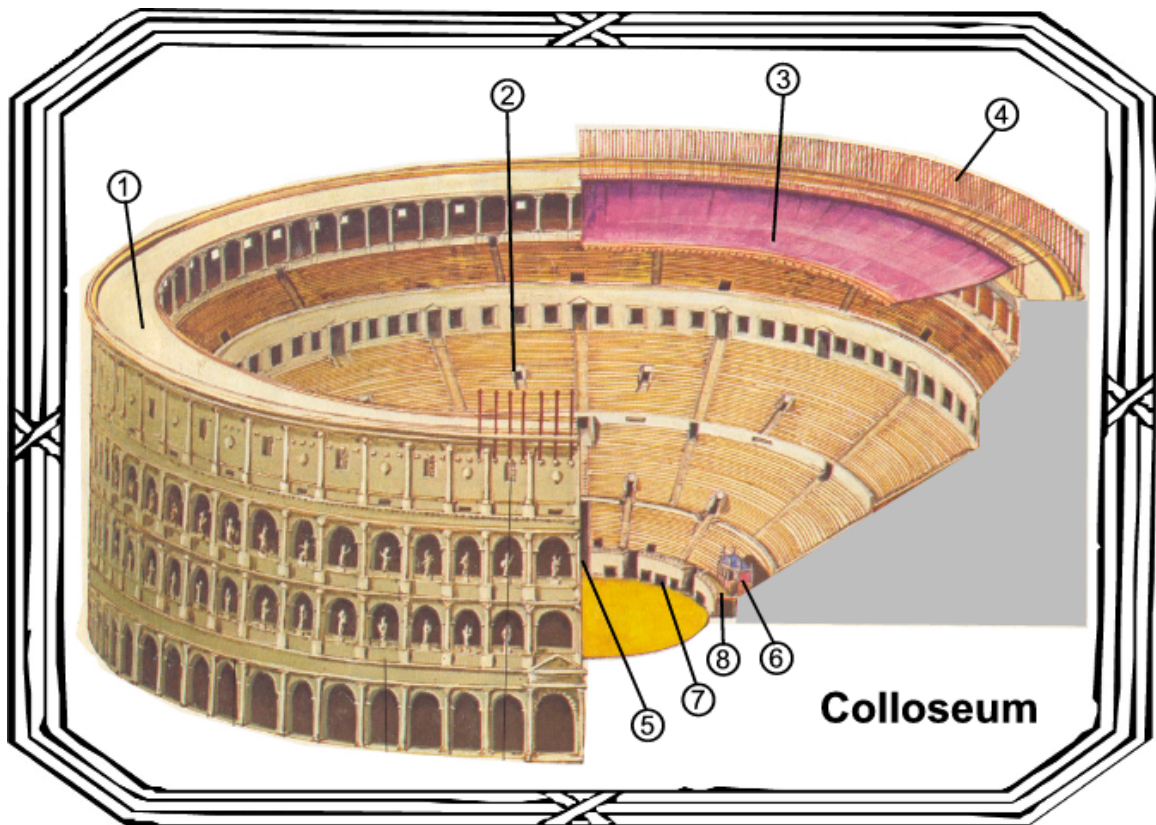


Figure 4.12

b) Now complete the following key to the Colosseum, which still exists in Rome. (Write down the correct number next to the corresponding description only.)

	Catwalk for archers		Massive sun-shade
	Entrance for wild animals		Wooden pillars for sun-shade
	Emperor's box		Large entrance for gladiators
	Exterior marble front		Stage on which important people could move
	A large exit		

Table 4.2

c) **BRAINSTORMING SESSION – in pairs!**

Why were there:

80 large exits?

a sewerage system of stone?

a catwalk for archers?

d) You are part of the excited crowd in the Colosseum. Role-play the fight:

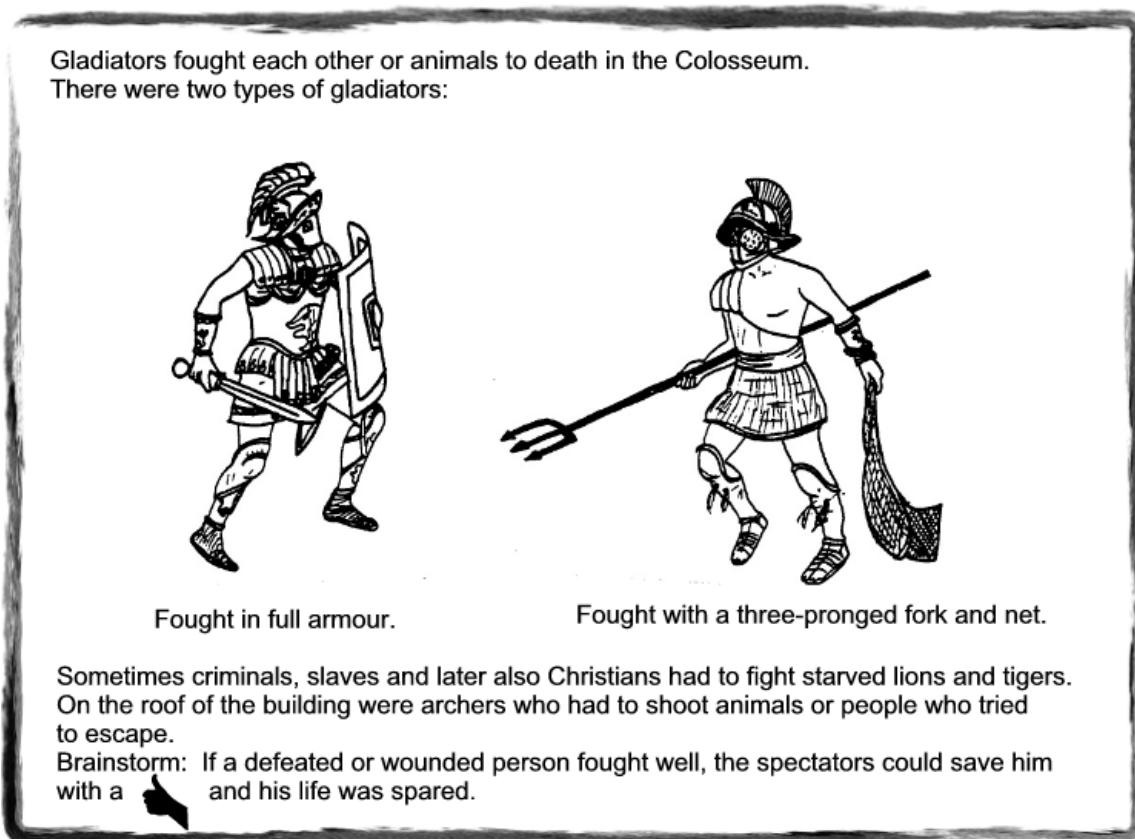


Figure 4.13

OR

Conduct a brief interview with a swordfighter for the school newspaper. Ask him about the different colours, smells and noises in the arena.

Our tour through the city takes us underneath an **AQUEDUCT** which was built during the time of Emperor Claudius to bring fresh water to Rome across the valleys and hills. (The Aqua Claudia is 65 km long; the Aqua Marcia is 55 km in length.) Slave labour was used to build them. They were also responsible for the maintenance. Giant cranes and pulleys were used to lift the large blocks of stone and to put them into place. From the aqueducts pipes were installed to houses and other buildings. Four of these aqueducts to Rome are still in use.

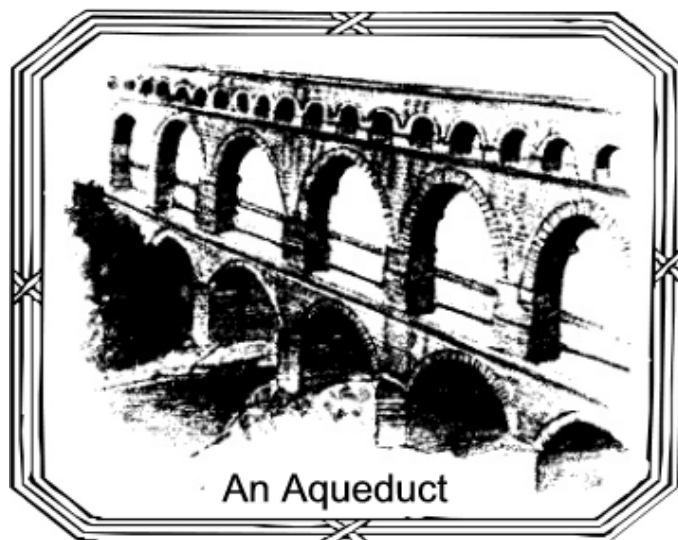


Figure 4.14

We finally reach Trojon's shop next to the big WATER-WHEEL on the bank of the beautiful Tiber River. Slaves are busy pulling a raft loaded with wheat to the harbour where it will be offloaded. He instructs to take the wheel to one of his grain mills the following day. There are more than 250 mills in and around Rome, of which about 20 are driven with water-power.

On the way back we take time to relax in a BATH HOUSE. A slave holds your robe while you relax in the warm water. Afterwards you are massaged with fragrant oils. Unfortunately we don't have enough time today to also visit the gymnasium, gardens, library or small shops that are part of the complex.

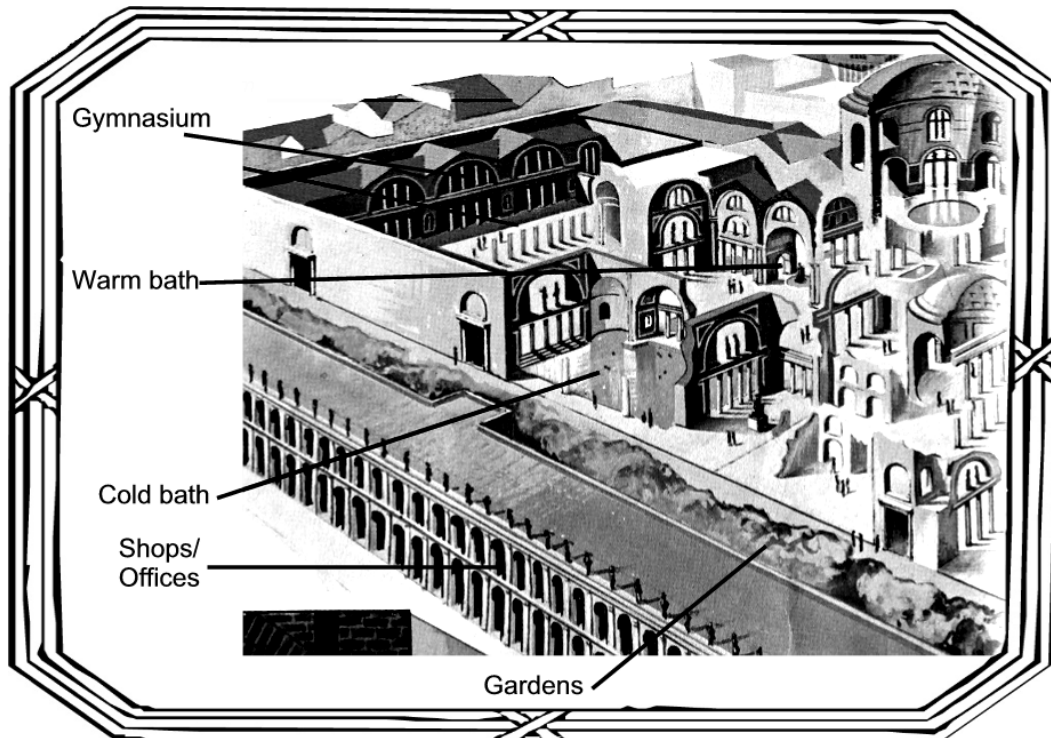


Figure 4.15

Bath house

The highlight of our visit will be a visit to the **Circus Maximus**!



Figure 4.16

This stadium takes about 250 000 spectators. Chariot races take place daily, with the finals at night. The sandy route is about 2 km in length and has sharp curves at the ends. There is a wall in the middle to prevent drivers taking short cuts. The drivers, usually trained slaves, are treated as heroes. Some of them boast with more than 1 000 victories, while others crash and die during their first races. The chariots, pulled by two to four horses, are light and very unstable and have to be balanced by the drivers. Chariots overturn easily and drivers are dragged along to their death. Large bets are placed on the four teams (white, blue, red and yellow.)

- a) Draw your own comic-strip, with captions, of a very exciting race at the Circus Maximus!



Figure 4.17

After a wonderful day, we sit and talk about Roman theatres. Ask your teacher to tell you the interesting story of Androcles and the lion. (He was an escaped slave who was recaptured and had to fight a lion)

- f) **Design your own mask for a play based on this story and bring it to class with you.**

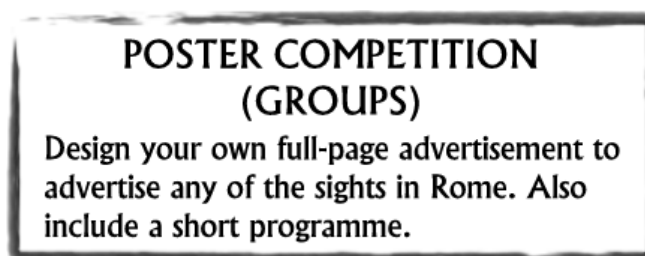


Figure 4.18

4.2.10 Assessment

LO 1

HISTORICAL ENQUIRY The learner will be to use enquiry skills to investigate the past and present.

We know this when the learner:

1.1 accesses sources:

starts asking additional questions on events, artefacts, places, people. They vary in degree of difficulty;

1.2 uses the sources:

is able to use page references;

knows which sources (books) on specific topics contain information for an assignment / exhibition;

1.3 communicates information from sources (reporting):

is able to explain information on a diagram, map, chart, sketch;

is able to explain an event from the past orally or in writing.

4.2.11 Memorandum

4.2.12 ACTIVITY

(b)

1	Catwalk for archers	3	Massive sun-shade
7	Entrance for wild animals	4	Wooden pillars for sun-shade
6	Emperor's box	5	Large entrance for gladiators
9	Exterior marble front	8	Stage on which important people could move
2	A large exit		

Table 4.3

4.3 Schools and churches in ancient Rome³

4.3.1 SOCIAL SCIENCES: HISTORY

4.3.2 Grade 5

4.3.3 THE ANCIENT ROMAN CIVILIZATION: 500 B.C. TO 500 A.D.

4.3.4 Module 15

4.3.5 SCHOOLS AND CHURCHES IN ANCIENT ROME

Schools

Mostly children of wealthy people regularly attended school. The teachers usually were from Greece, and were very strict with their pupils: punishment dealt out by these poorly paid teachers was very severe. School started early in the morning and lasted till late in the afternoon. Boys and girls between the ages of 7 and 12 attended separate primary schools to learn to read, write and do mathematics. They wrote on wax tablets or wooden boards, using a stylus. The languages that were taught were Greek and Latin.

Girls left school at the age of 13 and were then taught to become good home-makers. The boys attended a practical secondary school, the grammaticism, where books, poems, practical maths, music and public speaking received a lot of attention as well as in-service training in the army. Pupils loved to play games, such as "Blind man's buff, King, Judge" or "Gladiator". Sometimes they also played with hoops, dolls or masks and they enjoyed visiting public bath houses in their free time.

³This content is available online at <<http://cnx.org/content/m22407/1.1/>>.

4.3.6 ACTIVITY 1 :

4.3.7 TO RECONSTRUCT THE HISTORY OF ROMAN SCHOOLS

4.3.8 [LO 2.3]

a) Design your own school time-table for an ancient school for one day. Use the Roman alphabet and numerical system, as well as the same kind of writing materials [reed pen (stylus), ink].



Figure 4.19

Reed pen



Figure 4.20

Ink (mixed with water)



Figure 4.21


Papyrus

b) **How would children living in ancient Rome have solved the following problem? There are three possible solutions!**

The people of Rome are very unhappy because the price of bread has been increased again and many cannot afford it.

- Let the Roman citizens have the army's supply of bread.
- Build a new harbour to allow more trading vessels to import grain.
- Ask all bakers to bake free bread for one week.

(Mark your choice!)



MORE SUPER INVENTIONS!!





-  The Romans adapted Greek writing, limited the alphabet to 23 letters, and started writing from left to right. This is so legible that we still use the Roman method.
-  They developed practical mathematic for use in the building of bridges, roads, public baths, waterways, big buildings, aqueducts and also for maps.
-  The Romans also adapted the calendar to facilitate planning in the Empire. We still use the Roman calendar.
-  They also had exceptional abilities regarding organization and order, and therefore developed a remarkable legal system. Today, most Western legal systems are still based on the written laws of emperor Justianus.

Figure 4.22

c) As a qualified architect you are asked to help plan another big city, nearly as big as Rome. The following key and grid should help you. The symbol table indicates the amount of space (squares) needed. Have another look at the day-trip in Rome, earlier in this module. GOOD LUCK WITH THIS B-I-G ASSIGNMENT!

Table 4.4









SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
==	City wall		Bath house
==	Road (two main routes + other roads)		Theatre
	Gate		Temple
	Forum in the centre of the city		Library
			Houses
			Circus

Figure 4.23

(With each symbol the number of structures is indicated.)

4.3.9 ACTIVITY 2:

4.3.10 TO FIND INFORMATION (SOURCES) ABOUT THE CHURCH AND GIVE AN ACCOUNT OF YOUR FINDINGS

4.3.11 [LO 2.2; 2.3]

Although the Romans adopted the Greek gods, their gods were less human and more divine. They also believed in magic. In most houses there were altars for lares and penates, house gods of the family (Source. 1). During public occasions offerings were made to the gods. At the beginning there was a temple for each god. Priests and chief officials officiated at the religious ceremonies. Ordinary people also attended temple services, even though they did not really play an important part. When a sick or injured part of the body was healed, a model of it was made and consecrated to the gods.

Gradually fewer citizens (especially educated Romans) believed in gods, and many temples became neglected. There was still a temple, however, at which people could ask for the favour of the gods, in exchange for gifts. This led to the tradition, in the time of Caesar Augustus (27 B.C. – 14 A.D.), to honour the emperor as a god. People had to show their loyalty by burning incense in front of a statue of the emperor.

SOURCE 1



Figure 4.24

House gods
SOURCE 2



Figure 4.25

Temple

a) **Research Task!**

Find a legend in which a god made something extraordinary happen. Write a brief report on the event. Draw a picture and colour it in.

As time passed, the educated Romans especially, came to realize that they were not dependent on gods. They turned to other faiths in search of happiness and hope. One of these was *Christianity*. Christians conveyed a simple message of love and hope to all people, according to the example of Jesus who helped the poor and the sick during his stay on Earth. Tales were written to show that people who lived as He had lived, would be saved and live forever. In the beginning poor people, especially, accepted Christianity, because this message could change and renew their lives.

Christians, however, were not allowed to worship in Rome, because the emperors did not want God to receive more honour than they. Approximately 30 years after the death of Jesus, emperors, such as Nero in 64 A.D, started to persecute Christians, maltreating and killing them. Only in 313 A.D. did emperor Constantine issue a law to ensure freedom of religion. Within 300 years Christianity spread across the whole Roman Empire, as well as large parts of Asia and Africa. 1 500 years later, it had spread world-wide. We still find beautiful basilicas from the Roman era in many places.

b) Emperors such as Nero organized the persecution of Christians as sport.

Interview Nero (briefly) about his views on service to the gods and religion.

c) **BRAINSTORMING (IN GROUPS)**

How, do you think, would a Roman Emperor like Nero have reacted after reading the letter below from one of his governors?

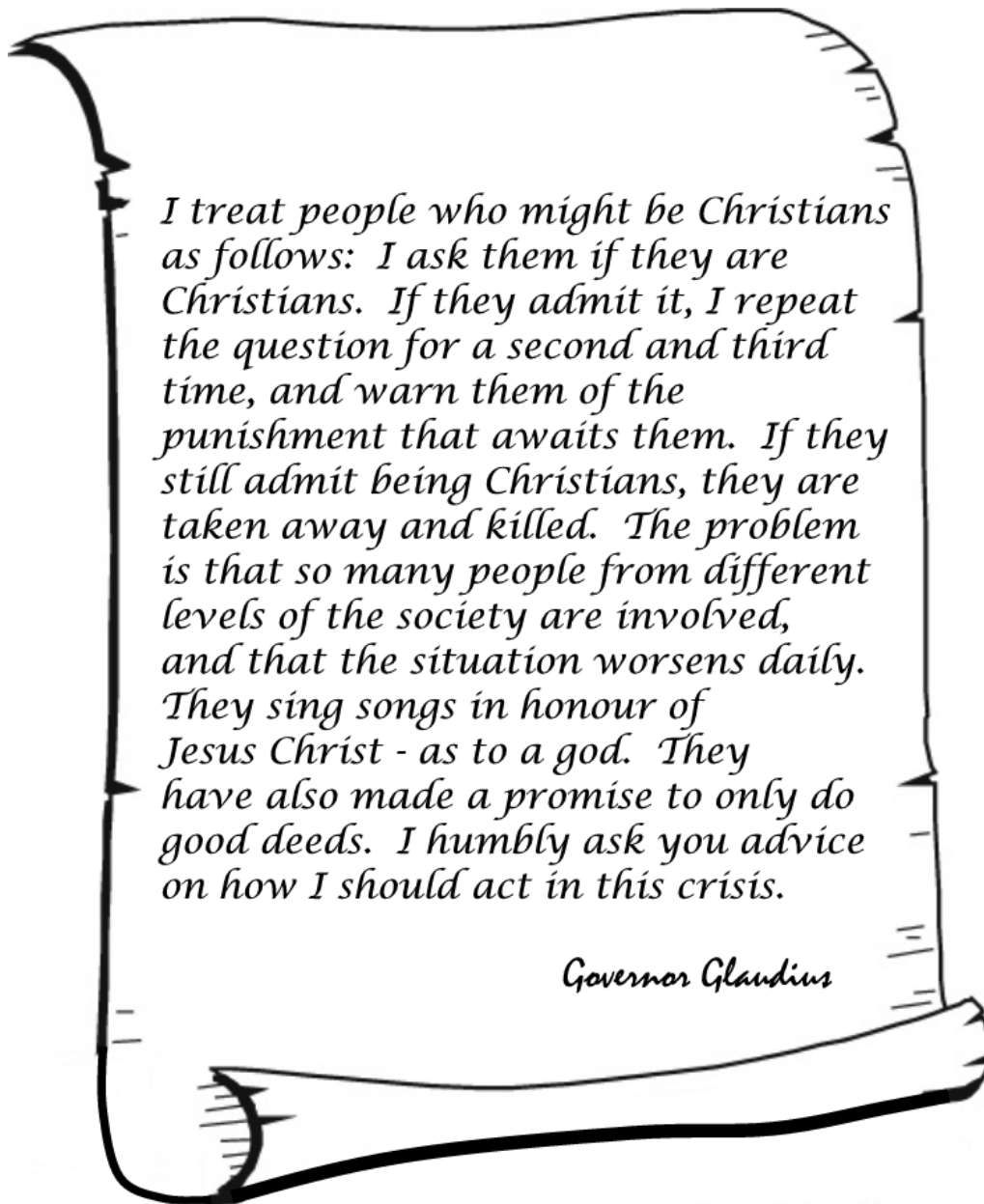


Figure 4.26

4.3.12 Assessment

LO 2

HISTORICAL KNOWLEDGE AND UNDERSTANDING The learner will be able to demonstrate historical knowledge and understanding.

We know this when the learner:

2.1 understands chronology and time:

compiles an historical time line with BC, AD, ancient, modern;

2.2 supplies reasons why an historical event took place (causes, effects):

is able to supply proof orally or in written form of causes / effects of events, and to identify patterns;

2.3 differentiates between different periods (similarities, differences):

shows differences / similarities between situations experienced at present and those of a specific period by making use of written evidence.

4.3.13 Memorandum

Activity 2

(a) The ancient Romans had different gods for different aspects of their lives. There were also a god of the seas, fire, music, love, etc.

(a) In Rome Nero used the Christians as scapegoats after a devastating fire destroyed a large part of the city. Christians were arrested and as punishment they were fed to wild animals.

The Romans were expected to be loyal to the state. Worshipping the emperor was encouraged as a way to bring about unity amongst the people of the Empire. One way of doing, was to burn incense before a statue of the emperor. To the Christians their most important duty was to be loyal to God, who was a higher deity. It was considered a threat and rebelliousness, especially because Christians also refused to pay taxes or pray to the emperor.

4.4 The Roman army⁴

4.4.1 SOCIAL SCIENCES: HISTORY

4.4.2 Grade 5

4.4.3 THE ANCIENT ROMAN CIVILIZATION: 500 B.C. TO 500 A.D.

4.4.4 Module 16

4.4.5 THE ROMAN ARMY

The power of the Roman Empire lay in its military power. Their main aim was to protect the Empire and to maintain peace. In the beginning there was only a farm system. There were not enough soldiers, so they implemented a permanent force.

By 200 B.C. there were only four legions (6 000 men each) as opposed to 28 by 50 A.D. The defence force was like a well oiled machine. Soldiers had to supply their own weapons (swords, spears, shields). Weekly they were instructed in the art of fighting together, handling weapons, drilling, etc. for each soldier to know precisely what his duty was in the legion. Their success also lay in the fact that the commander could move around his units to where they were needed most. If a particular unit acted in a cowardly fashion, every tenth man in this unit was killed to serve as an example to the rest.

⁴This content is available online at <<http://cnx.org/content/m22413/1.1/>>.

4.4.6 ACTIVITY:

4.4.7 TO OBSERVE THE CAUSE AND EFFECT, AS WELL AS THE FORMATIONS OF THE ROMAN ARMY

4.4.8 [LO 2.2]

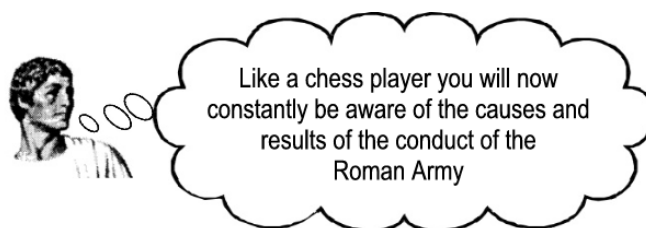


Figure 4.27

First of all we are going to get to know more about the daily activities of the soldiers.

- a) Nominate each section of the soldier's outfit. Only use the letters.

Helmet
Body shield of leather, iron plates	
Iron sword with bone grip	
Spear with iron tip and wooden shaft	
Shield of wood covered with leather	
Belt/apron of metal	
Leather sandals with iron studs	
Dagger	

Table 4.5

Now discuss in your groups the reasons for the specific design of each part of the outfit!

b) **The legions could move about and attack in different formations. Explain, by means of sketches, how you would attack the following:**

- a strong fort;
- a herd of stampeding elephants!

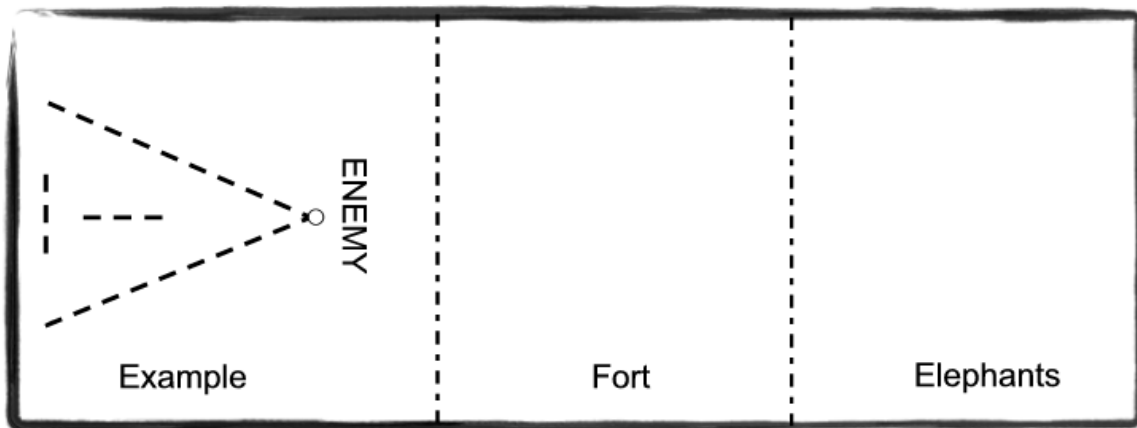


Figure 4.28

c) **BRAINSTORM:**

Explain to your friend why the Roman army became famous for its method of besieging a hostile city.

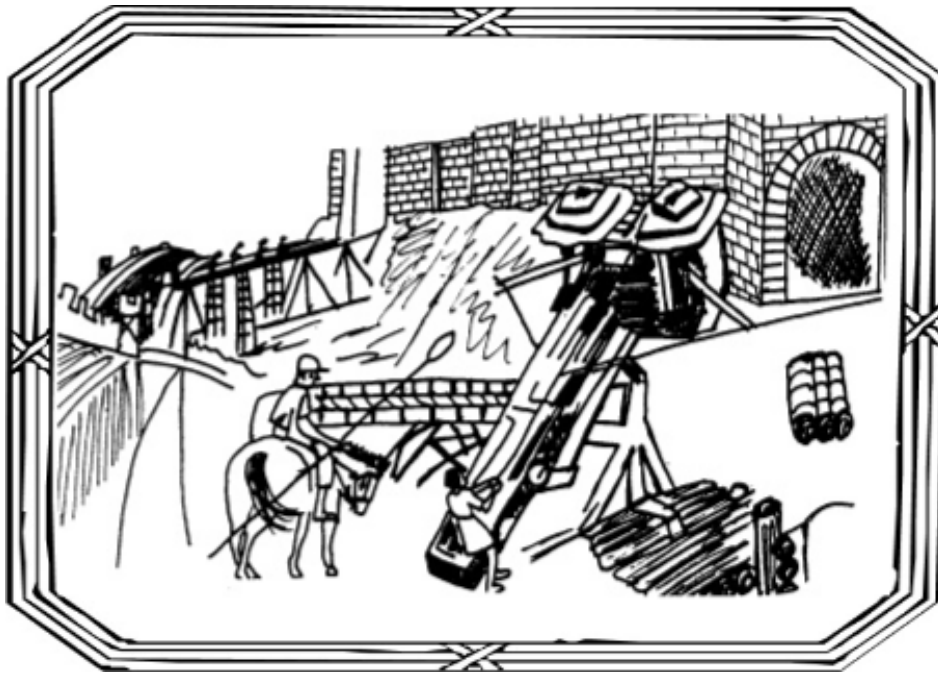


Figure 4.29

d) **Choose your own soldiers!**

The following game to recognize causes and results will test your ability to its limits.

Emperor Claudius decides to attack a hostile British tribe, the Britons. Unfortunately he has little money available, because they are busy building ships for the Empire, and they also have to pay thousands of soldiers. The abacus shows how much money you can spend (represented by the five beads.)

First study the secret information that is provided below very carefully and help the emperor to calculate a suitable combination. Colour in the row of beads of your choice. The cost is indicated on each item e.g. LL.

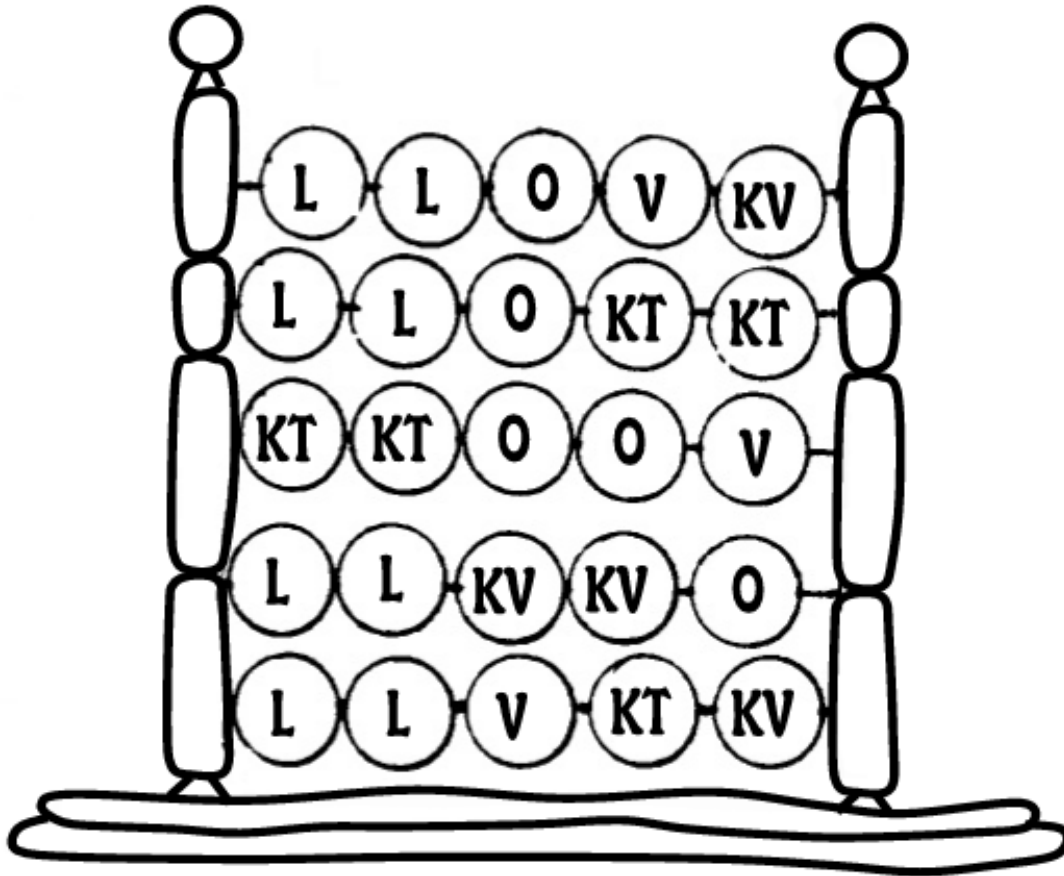


Figure 4.30

Abacus

SECRET! SECRET! SECRET!



BRITONS

1. Fight with swords, small shields in single formation. No body shield. Poor discipline. Run away if they see trouble coming.

2. Can transport two to three soldiers per chariot. Chariots can break up formations of infantry completely.

3. They stay in forts which can house thousands of soldiers. Gates are strong, protected by very high surrounding walls.



SECRET! SECRET! SECRET!

Figure 4.31

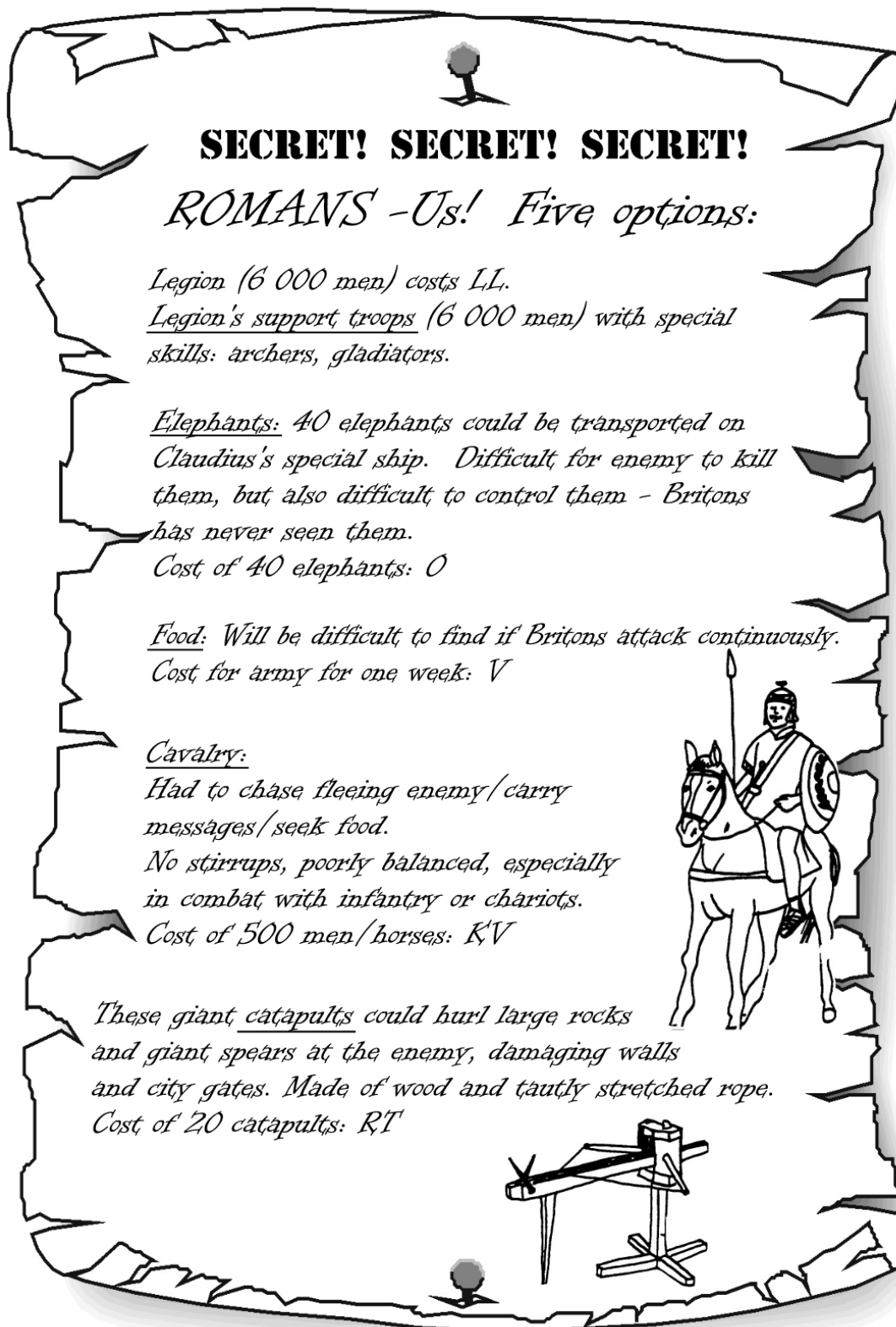


Figure 4.32

e) Resulting from the brainstorming session, write a short letter to the emperor and motivate the choice you have made. Also briefly refer to the tactics you would use to defeat the Britons. You may include sketches.

b) **Soldier game!**

This should give you a good idea of a day in the life of a Roman soldier who is not at war. Once again you will see the continuous relationship between cause and effect.

Rules: Rules: Use a dice and two markers and play in pairs.

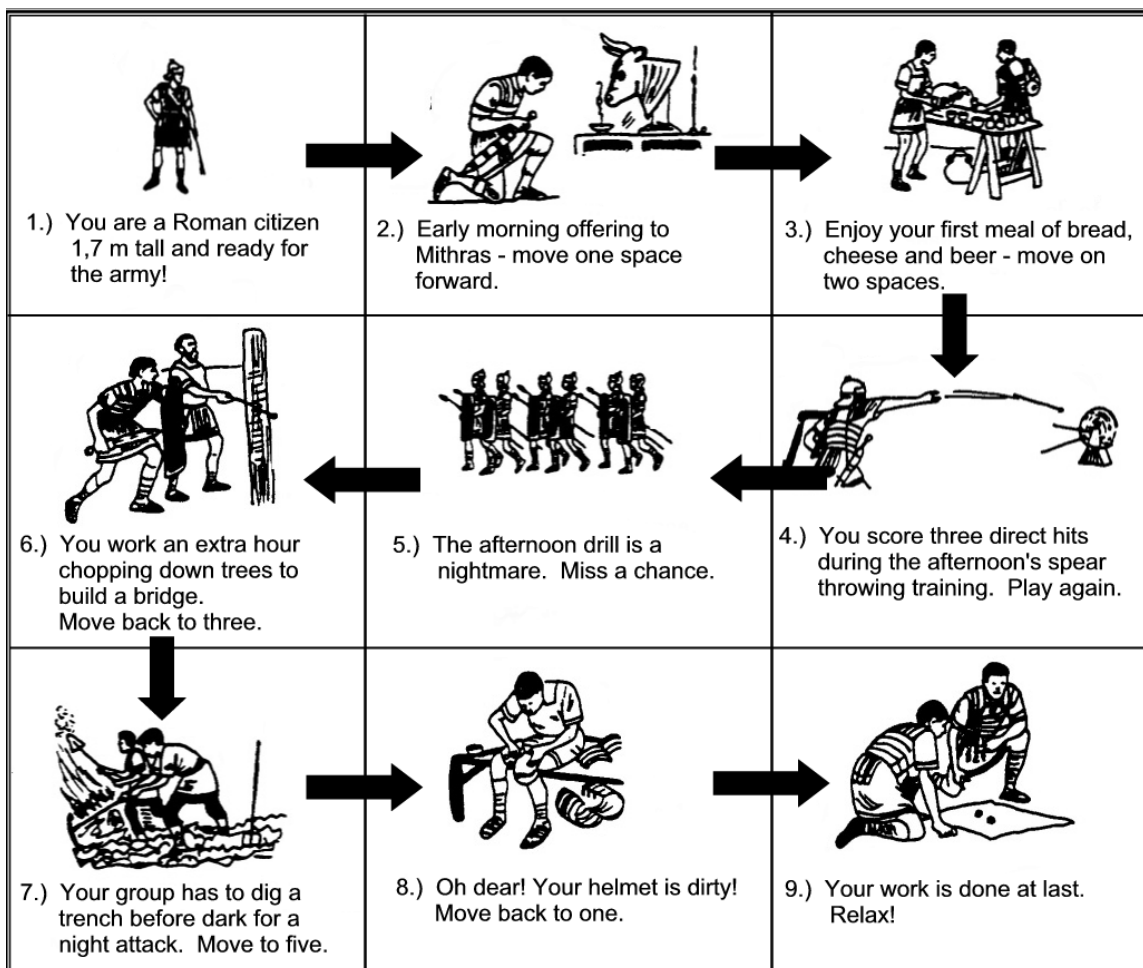


Figure 4.33

4.4.9 Assessment

LO 2

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2.3 differentiates between different periods (similarities, differences):

shows differences / similarities between situations experienced at present and those of a specific period by making use of written evidence.

4.4.10 Memorandum

Activity

(a)

Helmet	d
Body shield of leather and iron plates	e
Iron sword with a bone grip	c
Spear with iron tip and wooden shaft	a
Shield of wood and covered with leather	h
Belt/apron of metal	f
Leather sandals with iron studs	g
Dagger	b

Table 4.6

(c) The gigantic catapults could fire giant rocks and spears caused damage to the walls and gates of enemy cities. It was made of wood and rope that was wound tightly.

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